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ABSTRACT

Developed by the Careers Resource Project staff (which is nearing the end of a three-year federally funded effort to promote career education in K-12 classrooms of rural Indiana), this manual is designed for use by the facilitator of a career education program and is based on experiences of the Careers Resource Project. Following brief introductory information on the project and factors related to its implementation, four major topics are discussed in separate sections. Section 1, on administrative aspects of a project/program, covers pre-funding planning, planning phase related to notification of funding, staffing, budgeting, funding sources, public relations, and evaluation. Section 2, on program development, discusses initial contact, faculty orientations, initial implementation, and inservice and consultation. Materials and equipment, the third section, focuses on selection, use, and types of instructional materials, noting that career education materials are an integral part of the total program. In the final section, various factors relating to the development of a senior high school comprehensive placement program are discussed: the meaning of comprehensive placement, its relationship to career education, those served, and those implementing. The Careers Resource Project model is also briefly presented along with a discussion of placement elements particularly relevant to a rural setting. Appendixes comprising over half of this manual include such information as an outline of potential teacher inservice workshops; a workshop checklist; workshop evaluation form; a seventy-page guide for infusing career education concepts into the K-12 curriculum, including behavioral objectives, career education ideas, and activities; a guide to the use of mobile units; and various student and evaluation forms. (SH)

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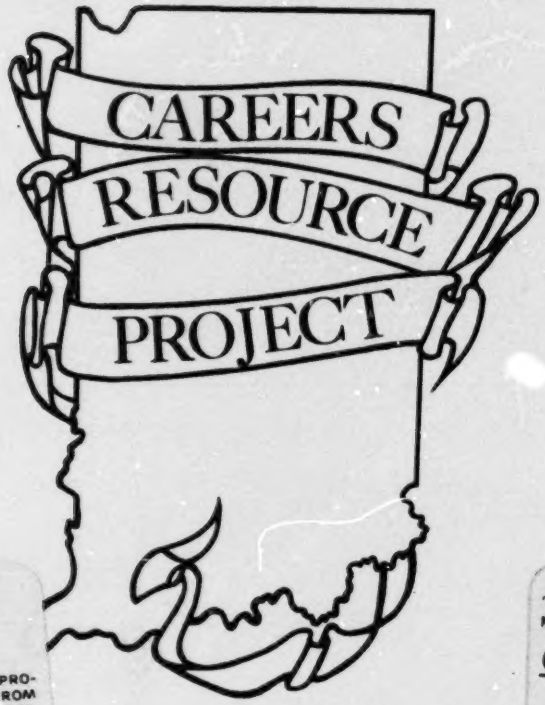
A MANUAL FOR THE IMPLEMENTATION OF A RURAL-BASED K-12 CAREER EDUCATION PROGRAM



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A MANUAL FOR THE IMPLEMENTATION OF A
RURAL BASED K-12
CAREER EDUCATION PROGRAM

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INTRODUCTION

The Careers Resource Project (CRP) was a three year federally funded effort to promote career education in K-12 classrooms of rural southwestern Indiana. (Note: The CRP was subsequently refunded by the Indiana State Board of Vocational and Technical Education to serve the southern half of the state.) As with other projects, we have had our share of successes and failures and as a result have grown more aware of the problems involved in such a project. The CRP staff now wishes to share some of its experiences with others who are contemplating a similar undertaking.

This manual is designed for use by the facilitator of a career education program. The facilitator is often a member of a specially funded educational project, but may also be a member of the school district's administrative staff or any individual assuming a leadership role in the schools' educational program. Whereas the classroom teacher is ultimately the one to put career education into action, it is the facilitator who provides the supportive services and information needed.

This manual is designed to be used as a guideline. As you are reading, bear in mind that the following three factors have greatly influenced the CRP program:

1. We serve a rural area with agriculture and small industry dominating the economy. Average family incomes are below the nation's average, as are school district budgets. Local employment opportunities and community resources for career education are limited in scope as well as in number as compared to urban areas.

2. As a federally funded project we served a large area, by every measure. The service area included 38 school districts with 274 schools employing 5,100 teachers instructing 116,370 students. The area covered approximately 5,000 square miles, with some schools as far as 75 miles from the CRP office.

3. One of these 38 school districts acted as the CRP's fiscal agent. Aside from this, the CRP has had no formal ties with or administrative authority with respect to the schools in the service area.

Briefly, the career education model used by CRP is divided into the following levels:

1. K-5, career and self-awareness activities are emphasized.

2. 6-8, career exploration activities are stressed.

3. 9-10, the emphasis is placed upon career investigation activities.

4. 11-12, students are encouraged to become involved in work experience.

The major components of CRP services are:

1. In-service training and consultive services.

2. Career education equipment and commercially and locally prepared materials.

3. Mobile units equipped with career education materials.

It is hoped that this manual, when used as a guideline, will be of value to you in establishing a career education program of your own.

If after reading this you still have some questions, please feel free to contact the following:

Careers Resource Project
3501 First Avenue
Evansville, Indiana 47710
Phone 812-464-2587

Division of Vocational Education
120 West Market Street, 16th Floor
Indianapolis, Indiana 46204
Phone 317-633-4841

Indiana State Board of Vocational and Technical Education
17 West Market Street
401 Illinois Building, 4th Floor
Indianapolis, Indiana 46204

ADMINISTRATIVE ASPECTS OF PROJECT

The following section is designed to stress the importance of certain administrative aspects of career education programs. These areas must receive detailed attention from anyone who is attempting to administer a career education program. To slight any one of them is to "stack the cards against" a program's chances for success. These are discussed under the following broad categories:

Pre-funding Planning
Planning Phase Related to Notification of Funding
Staffing
Budget
Funding Sources
Public Relations
Some Considerations for Evaluation

PRE-FUNDING PLANNING

Pre-funding planning can be very helpful in defining the direction that the program will take. More specifically, the following basic questions should be addressed in the design of the proposal:

1. What is to be accomplished?
2. How is it to be accomplished?
3. How will it be known whether it has, in fact, been accomplished?

PLANNING PHASE RELATED TO NOTIFICATION OF FUNDING

Desired outcomes in education programs seldom result without appropriate planning. While planning prior to program implementation cannot guarantee desirable outcomes, it considerably increases their probability. Therefore, a planning period is well worth the required time, money, and manpower.

Upon receiving word that funding has been obtained for a career education program, a school district would do well to allow a four to six month planning period for program development. Services to schools should begin after the initial planning period has been completed. Suggested stages for moving from a planning period to an operational program are as follows:

ACTIVITY AND TIME	RESPONSIBILITY
FIRST STAGE (4-6 weeks)	
- Appoint Director	Superintendent(s) of Schools
- Appoint secretary	Director
- Secure facilities, office, equipment, and administrative supplies for program	Director
- Develop program and administrative operational procedure to identify staff needs	Director
- Provide needed public relations	Director
- Receive input from local educators regarding members	Director
- Evaluate program and revise first stage	Director
SECOND STAGE (6-12 weeks)	
- Employ staff	Director
- Appoint advisory committee	Director
- Conduct in-service training for staff	Director
- Advertise and take bids for purchase of mobile unit(s)	Director
- Determine and purchase necessary equipment (audio-visual)	Media Consultant/ Director
- Review, screen, and obtain commercially prepared career education audio-visual materials	Materials Consultant
- Analyze schools' curricula, facilities, needs, and attitudes; from this, determine pilot school(s)	Consultants/ Director
- Prepare locally developed career education materials	Consultants/ Director
- Continue to provide public relations utilizing all existing communications media	Consultants/ Director
- Evaluate program and revise second stage	Consultants/ Director

THIRD STAGE (16-20 weeks)

- Initiate work with pilot schools; establish career teams and formulate school goals and objectives	Consultants/ Teachers
- Implement career education	Teachers
- Continue to provide in-service training for staff	Director
- Continue to provide public relations utilizing all existing communications media	Director/Consultants/Teachers
- Evaluate program and revise third stage	Director/ Consultants

FOURTH STAGE (14-18 weeks)

- Make initial contact with schools other than pilot schools; establish career education teams; formulate school goals and objectives	Consultants/ Teachers
- Implement career education	Teachers
- Continue to provide public relations utilizing all existing communications media	Director/ Consultants/ Teachers
- Evaluate program and revise fourth stage	Director/ Consultants

STAFFING

The fact that career education is "total education" has implications for staffing. Therefore, it should be stressed that the career education staff should not be regarded as "aliens," but rather as members of a collaborative team whose principle function is to implement career education activities in the school. The career education staff must be integrated with all other school personnel in a single effort. The "total education" concept implies that, depending on local circumstances, project staff will be working with school personnel as well as with members of the community.

In determining the project staff needed, the availability of specialized skills among existing school personnel should be considered. For example, if a media specialist is on the staff of a given school, such a person should be used where appropriate in program implementation. In no way are we recommending that all the positions discussed below will be required for all career education projects. The positions needed for any given career education project will be determined by the objectives of the program and the availability of local school personnel. Each of the positions presented below will be discussed in terms of: (a) functions of the position, and (b) skills needed to fulfill those functions.

It should be pointed out that the skills designated below for the director/supervisor are not meant to imply that the director be an "expert" in the areas represented. He will need, however, a basic working knowledge sufficient to act as supervising agent in the skills identified.

The following eight areas represent the major functional responsibilities of the project director/supervisor:

1. Report writing--this function is particularly important for projects supported by other than local funds

2. Staff training--this responsibility, whether direct or delegated, should be an on-going process

3. Staff supervision--this function helps to assure quality control, tends to promote a coherent effort, and may suggest new areas of program development and staff training

4. Planning--this on-going process is designed to avoid three undesirable practices:

   a. Too strict an adherence to a preconceived plan

   b. Functioning without a plan

   c. Deviating from an appropriate plan

5. Maintaining good community relations

6. Budgeting

7. Purchasing--the final decision rests with the director but with recommendations frequently coming from the staff

8. Evaluation (of both staff and program)

While the way in which these functional responsibilities will be fulfilled may vary according to the individual director as well as local circumstances, the following skills and competencies should be possessed by a person serving in a leadership capacity:

1. Communicative skills--ability to conceptualize, organize, and express ideas in the written and spoken word

2. Interpersonal skills

3. Decision-making skills--ability to make purposeful and consistent decisions

4. Knowledge of career education, conceptual as well as concrete applications and their curricular implications

5. Knowledge of sound fiscal practices and purchasing procedures

6. An understanding of basic assessment and evaluation concepts

The project consultant represents a job category also titled "career coordinator," "career specialist," and "helping teacher," depending on the school district. Consultants will be working primarily with school staff, although they may also be dealing with community representatives. In these capacities, they will be performing basic functions:

1. Conducting in-service workshops, including faculty orientations

2. Consulting with teachers and other school staff in the area of career education applications within their specialties

3. Developing career education materials

4. Promoting public relations

These functions, in turn, suggest the following consultant skills and competencies:

1. Knowledge of career education, conceptual as well as concrete applications and their curricular implications

2. Interpersonal skills

3. Communicative skills--ability to conceptualize, organize and express ideas in the written and spoken word

4. Creativity in preparation of materials and presentation

5. Adaptability (e.g., working odd hours)

It may be beneficial to have a placement consultant whenever comprehensive placement is a part of a career education program. A placement consultant would have the qualifications necessary to fulfill the following functions:

1. Assisting and training school personnel who are involved in the implementation of a comprehensive placement program

2. Consulting with potential employers

3. Consulting with community resource people who may assist in placement program implementation (e.g., personnel directors)

In addition to knowledge of how comprehensive placement services relate to career education as a whole, the placement coordinator should possess those skills listed for the consultant.

Initially the materials consultant serves a particularly important function in that a start must be made with respect to previewing, selecting, ordering, and cataloging basic materials. Although this position can always contribute much to a project's operation, its function will become more maintenance oriented after the initial work and might, therefore, be redistributed among other staff members,

particularly if the project is working with a very limited budget and staff. The materials consultant may assume additional project roles should the work with materials become diminished. The major functions of the materials consultant are:

1. Previewing materials

2. Selecting and ordering materials, frequently in conjunction with other consultants

3. Developing an efficient delivery and collection system which will keep the loss of materials through damage, pilferage, or negligence at a minimum

4. Cataloging and filing materials

5. Providing efficient support services for the consultant staff

6. Inspecting and maintaining all materials

The following skills and competencies are recommended to fulfill the above functions:

1. Knowledge of career education sufficient to make appropriate materials selection

2. Library skills such as cataloging and filing

3. Ability to communicate effectively and diplomatically with educators and others through personal contact, letter, or phone

While a media consultant may contribute significantly to any career education project, the inventory functions may be assumed by the materials consultant when project funds are limited. Other functions noted here for the media consultant may sometimes be fulfilled by contracting specific tasks and/or utilizing existing school personnel within a school district (e.g., art teachers, audio-visual specialists). The specific functions of a media consultant are:

1. Previewing and purchasing audio-visual equipment

2. Maintaining and keeping an inventory of audio-visual equipment

3. Developing an efficient delivery and collection system of audio-visual equipment

4. Training the staff in use and maintenance of audio-visual equipment

5. Developing career education materials (e.g., graphics, video-tapes) often in conjunction with consultants

The skills and competencies needed to fulfill these functions are:

1. Technical knowledge of the characteristics of audio-visual equipment for purchasing purposes

2. Ability to operate audio-visual equipment

3. Ability to establish and maintain an audio-visual equipment inventory system

4. Ability to establish a distribution and collection system of audio-visual equipment

5. Knowledge of career education sufficient to provide supportive production services to consultants

6. Ability to produce creative audio-visual materials (e.g., graphics, video-tapes)

In some projects, particularly those servicing isolated rural areas, mobile units support career education services. When such a unit is used, it is desirable to have a specific person designated as the mobile unit operator. The operation of the mobile unit does not make the most effective use of consultant time. The functions of the mobile unit operator are as follows:

1. Maintaining an inventory of all materials on the unit and the necessary records

2. Adhering to schedules established for school commitments

3. Supervising the use of the unit in the absence of a consultant

4. Keeping the mobile unit clean

The skills and competencies needed to fulfill these functions are:

1. Ability to drive mobile unit

2. Ability to recognize and anticipate mechanical problems

3. Organizational skills sufficient for accurate record keeping

4. Ability to interact pleasantly with school personnel and students

The importance of good secretarial and clerical support services cannot be overemphasized. These services are crucial to a wide variety of project operations. In a small project, secretarial and clerical services might be provided by a single individual; in a larger project more than one person will presumably be involved. The following may be considered to be essential secretarial and clerical functions:

1. Maintenance of records pertaining to finances, personnel, correspondence, minute keeping, and the like

2. Supplying supportive clerical services to all staff

3. Keeping inventory of office supplies and equipment

4. Contacting appropriate parties for maintenance and repair services

5. Meeting and greeting visitors to the project

6. Handling telephone communications

7. Distributing mail, including intra-office communications

The following skills are necessary to fulfill the secretarial and clerical services:

1. Organizational skills

2. Interpersonal skills

3. General clerical skills (e.g., typing, ability to use office equipment)

4. Basic knowledge of career education

BUDGET

This section will deal with two parts: (1) the budget as an administrative tool, and (2) budgetary items sometimes overlooked or underbudgeted by administrators.

1. The budget as an administrative tool. Usually a one-year operational budget is established, although frequently a three-year projection is required. The formulation of a budget should encourage the administrator to focus on program objectives as well as on their priorities. In other words, specific budget allocations should be defensible in light of project goals.

Once constructed, the budget can be used to monitor the project's activites. For example, if a major objective is the reproduction of instructional materials and if after six months the printing budget is basically unexpended, then a possible inference is that the objective is not being met.

2. Budgetary items sometimes overlooked or underbudgeted by administrators. The Careers Resource Project budget format is included as Appendix A. Starred items represent those sometimes overlooked or underbudgeted in budget formulation.

FUNDING SOURCES

Generally speaking, the more local the funding, the better. Local funding involves a dollar commitment and as such tends to encourage continued financial support for the program. Frequently, however, federal funding is beneficial in the developmental state of a program.

The following references are helpful in identifying funding sources:

1. The Federal Register--this document lists all federal rules and regulations and announces grants available.

2. The Commerce Business Daily--this document announces all the requests for proposals for contracts which the government will award.

3. Catalog of Federal Domestic Assistance--this is a current compilation of sources of all federal monies available.

The first two publications are subscription items; the third is available from the Bureau of Budgets. The Federal Register at $50 per year and The Commerce Business Daily at $75 per year are available from:

Superintendent of Documents
U. S. Government Printing Office
Washington, D. C.

The 1975 Catalog of Federal Domestic Assistance is available free of charge from:

Bureau of Budgets
Washington, D. C. 20202

PUBLIC RELATIONS

Since one of the major purposes of career education is to help the student see the relationship between his education and his career and because the careers within the community are the major vehicle for teaching skills, it is necessary for a project to focus some effort in the area of public relations. Various community segments need to be contacted to provide the broadest possible involvement and support in the school's career education program. These segments include (1) parents; (2) leaders in business, industry, and labor; (3) organizations within the community (e.g., churches, civic groups); and (4) advisory committees and agencies in the community whose purpose will facilitate career education.

A good public relations effort will (1) help explain career education to the community at large, (2) generate visability for the project, (3) enlist the aid and support of people in the community, and (4) assist the schools in their public relation efforts.

There are four basic methods to employ in the public relation effort. Probably the most important and useful method is personal contact (face to face and by telephone) with key

people in the community. Personal contact has the built-in advantage of helping to develop both personal and project credibility with influential members of the community or area which the project serves.

A second method is written communications. This would include personal letters, a project brochure, a regular project newletter, and other printed information.

A third, but often under-used, method of public relations is the local news media. Newspapers welcome both news items and feature stories, while radio and television stations are required by law to devote some air time to public service announcements and programs.

A fourth method which our project has used extensively is the use of a distinctively painted van or bookmobile type vehicle. Such a vehicle increases public awareness and identification of a project and also serves as a means to transport, display and/or disseminate information and materials related to career education and the project.

SOME CONSIDERATIONS FOR EVALUATION

The principle purpose of evaluation is to determine where a program "is at" in order to explore areas of potential improvement and to determine how well the objectives are being met. From an administrative standpoint, a major consideration that must be clear to any director is that no meaningful evaluation can take place unless measurable objectives are built into the program. More specifically, the basic features that the director might bear in mind in planning evaluation for the program should include answers to these questions:

1. What aspects of the program are to be evaluated (processes, outcomes)?
2. At what times will the evaluation take place?
3. What assessment procedures are to be used?
4. Who will design and perform the evaluation?
5. What will be done with the results?

With respect to the last point, it should be added that evaluations may be internal (self-evaluation), external, or some combination of the two.

When deciding what method is to be used, a director should bear in mind that an external evaluation typically has greater credibility and frequently is made with greater expertise. Sometimes the combined approach can profitably be used, particularly when the unique areas of competence of program specialists and of external evaluator complement one another.

It should further be added that some kind of baseline date concerning what is to be evaluated is necessary to determine subsequent degree of change as well as the direction of such change.

Whether project assessment is conducted by internal evaluators, external evaluators, or a combination of both, the point to be emphasized is that assessment measures must be concerned specifically with the program's objectives.

In conclusion, it should be noted that effective evaluation is an on-going process rather than a one-time occurrence. Evaluation should begin early in the project and continue as an on-going process.

PROGRAM DEVELOPMENT

Following the initial planning, preparation, financing and staffing of a career education program, there comes a time to initiate program development.

While we will explain the CRP's basic program development procedure, the need for flexibility in approach must be emphasized. A number of factors may be encountered during the program development phase which must be considered and dealt with if the project is to have a good chance for success. This fact alone calls for a flexible approach to program development.

Factors likely to be encountered and which will have to be dealt with include:

1. Personal factors (both within the project staff and among the people with whom one is working) such as differing personalities, the fairly usual human resistance to change and desire for the status quo, and busy schedules.

2. Physical factors such as geography and travel considerations (our geographically-large project area presented problems in just getting to the people with whom we were working, which resulted in a great deal of driving time and expense).

3. Variations among different schools with respect to population and types and amounts of equipment and programs.

4. Budgetary factors such as travel reimbursement, telephone and postage expenses, and the costs of printing or duplicating of materials to be used for faculty workshops or other in-servicing, and funds for the dissemination of information and ideas.

5. Availability both within the project budget and within the schools of monies for released-time for in-servicing of teachers and for field trips, materials, and other expenses.

6. Social factors such as the willingness and ability of supportive institutions to assist the project.

7. Finally, the internal organization and interplay of forces within the schools or the community and the rivalries between them which may affect program development.

In short, because of numerous factors likely to be encountered, there are two very strong recommendations to be made:

1. In the development and operations of the project, it is very important to maintain a high degree of flexibility.

2. It is also very important to staff the project with people who understand and will utilize the "human skills" such as diplomacy and who understand group process sufficiently to adapt to particular audiences and situations.

Our purpose in this section is to suggest a basic plan of action that has worked well in most situations we have encountered. While each member of the staff has used this plan in a slightly different fashion from other staff members (due to personal skills and preferences), the overall plan we have developed has been the basic approach utilized by each of us.

INITIAL CONTACT

The first stage of program development relating to work in the schools is the "initial contact." Usually, but not always, this takes place at the administrative level. The exception to this is when individual teachers directly contact the project personnel. Actually, the initial contact stage has three basic parts:

1. Establishing a list of contacts to be made

2. Publicizing the availability of project services throughout the project area

3. The actual one-on-one personal contact

Regardless of the source of the first inquiry concerning the project's services from the school district, it is best to go through the "chain-of-command" even if it is only to ask those in higher level positions for permission to work with their teachers. It also is advisable to keep them periodically informed of progress.

It should be noted that the "initial contact" stage is a continuous process for most program development because the list of contacts is rarely complete.

Phase One of Initial Contact: List of People to Contact

The first phase of contacting schools is to determine, as much as possible, whom to contact. For this purpose it is very helpful to establish (and maintain) an up-to-date list of names with titles or functions (at all levels of school organization), addresses, phone numbers, and other pertinent information connected with all schools, school districts, and supportive community agencies or organizations which are included in the area to be served. The information for any administrator or group which might at sometime be of help to the project efforts should be included. Actually, we utilized the following:

1. A list of school administrators
2. A list of civic agencies and organizations
3. A roster of faculty members from consultants' schools
4. Miscellaneous contacts developed independently by consultants

The three best sources to establish the project contact list(s) prior to or during the initial stages of field work are:

1. State school directories
2. Local telephone books
3. Local or area professional directories

While much of the basic contact list can and should be developed before starting the project's work in the schools, people do change positions and schools. In addition there probably will be a sizable number of new "contact people" located during at least the initial phase of working in the schools. Therefore, it is important to maintain and update the contact list(s) at frequent intervals.

Phase Two of Initial Contacts: Publicity

The second part of "initial contacts" is the effort to make people aware of the existence of the project and the career education movement. In addition to the earlier discussion of public relations (in the administrative section of this manual), the specific public information methods we most frequently used were:

1. Mass mailing of an informative letter to all schools, school districts, and other agencies with whom we hoped to work

2. Dissemination of information concerning career education through mass media, professional publications, and newsletters

3. Speaking to large groups of people (PTA's, teachers, civic organizations, etc.) in the project area

4. Working with the state department of education to include information about the project in its mailings

5. Sending out a regular project newsletter

The initial information releases should elicit the receiver's response if he is interested in finding out more about the project, its program, and its services.

Phase Three of Initial Contacts: Personal Contact

The third part of the "initial contact" phase of a project is the personal contact of the project staff members with the administrators, teachers, and others with whom project personnel hope to be working. Anything that can be done to learn about their backgrounds, interests, and methods of operation prior to the initial personal contact will be advantageous.

Requests for information or personal contact come from various levels of school and school district staffs. While the first contact may be with teachers or other school personnel, the first official personal contact should be made with the highest level administration possible. Usually the order of contact is school district superintendents, school principals, department chairmen or head teachers, counselors, and teachers.

The first important field contact that project staff will probably make is with the school superintendent. It should be borne in mind that the superintendent can be an important influence in one's efforts, so making a good impression at this point is important. This means that the consultant should be well prepared to intelligently discuss the career education concept and its implications for the local school district.

The next important personal contact is with the school principal. Whether he operates as a facilitator and encourager for the teachers or not, the principal will affect how the project and career education will influence his staff and the program of the school. The primary item of business to be taken care of with the principal during the initial contact is to establish a time and place for a career education orientation for the school faculty.

Personal contact with the counselor(s) may play a major role in determining success in a school. We have frequently found that a counselor, in practice if not title, often becomes the career education coordinator for his school.

Because career education happens in the classroom, the most important contact to be made will be with the teachers. If credibility can be established with the teacher, it will be possible to help him find some answers to some of his problems or suggest more productive and exciting ways to do what he is already doing in the classroom; then the teacher will probably be supportive of project efforts and will implement career education in his classroom.

There may be those on all levels who function more as stumbling blocks than as building blocks. It is well to remember two things: (1) There are ways to get around any stumbling block. (2) Anything that really works, and we have found this to be especially true of career education, tends to have a snowball effect (i.e., what works well for one or two teachers is eventually picked up by other teachers). By the same token, what works at a few schools is often picked up and used by other schools or school districts.

Two suggestions based directly on our experience: (1) It is well to be aware of the possibility that, because a designated contact person may be "forced" into that posiiton, at least in the early stages of a school's career education program development, he may be an obstacle rather than an asset to one's efforts. In practice the following tends to happen: Uninterested designated contact people fade into the

background as interested teachers become involved in the school's career education program. (2) In every situation it is well to begin with interested school personnel. Whether the number of interested people is one or two or a dozen on a given faculty, getting things going by working only with those who are really interested avoids the wasted effort of dealing with resistant individuals. Hopefully, this nucleus of interested teachers will in time generate interest and involvement among the entire faculty. This should be or become one of their main goals.

FACULTY ORIENTATIONS

One of the basic assumptions of our project has been that while most teachers and administrators may have heard about career education, only a few of them know very much about it, and even fewer have a clear idea of how it might be made operational in their particular situation.

Two corallary assumptions are (1) that an effort must be made initially to define and "sell" the career education concept and (2) that most counselors and teachers, usually without realizing it, already utilize some elements of career education in their school and, therefore, already have a start on building a sound career education program.

The basic purposes of a faculty orientation are (1) to briefly explain career education, (2) to suggest some ways it can be used by the school, (3) to begin identifying those teachers who are interested in its further exploration and utilization.

As to the content of a faculty orientation, it should be noted that while we have developed a basic outline or topics to be included, no two orientations are exactly alike because consultants have different presentation styles and address different audiences. Other factors influencing the presentation are available time and facilities. The orientation, generally given after school, lasts from thirty to sixty minutes.

The outline for the orientation may include:

1. Greeting
2. What career education is and is not
3. Why it is needed

4. How it is done (examples of specific activities)

5. How it works (examples from classrooms and from other teachers and results of studies suggesting improved reading and math comprehension through the use of a career education approach to subject matter)

6. What can be done to get started on a planned "career approach to education" in individual classrooms and on a school-wide basis

7. The supportive services available from the project and the local community

To spark teacher interest at the orientation stage of program development, we often utilize one or more of the following:

1. Handouts of classroom career education activity ideas and suggestions

2. Reprints of Dr. Ken Hoyt's article "Straight Answers on Career Education"

3. A materials display during the day of the orientation

4. Careers Resource Project brochures (Appendix Item B, page 75) or a brief color sound-on-slide presentation describing our staff, facilities, and services provided.

At the conclusion of an orientation, we sometimes ask teachers to fill out a brief evaluation of the presentation (see Appendix D, page 87.)This permits us to improve the presentation for the next time as well as determine what impact we have had on individual teachers and also locate those teachers who are definitely interested in immediate implementation of career education in their classrooms (i.e., potential members of the school's career education team).

Two Cautions on Presentation Techniques

It is best not to overload an orientation with too much equipment or too many "things." While we utilize a number of different hardware and software items in various orientation presentations (such as transparencies, films, handouts), we have found it best to limit the number of items within a given presentation. Too much equipment or too many "things" will distract the audience from what is being said. For instance, it is often advisable to talk about the handouts during the actual presentation and then distribute them at its conclusion.

The other caution refers to conceptual overloading. There is a lot to say about career education, and the enthusiastic consultant may want to say it all at once. He should not. Presenting an audience with a multitude of concepts will be overwhelming. It is more productive initially to develop only those concepts that will make specific activities meaningful within the broader career education framework.

INITIAL IMPLEMENTATION

Following initial contacts and the faculty orientation, the task is to begin the development of a career education program within the particular school. We generally begin by encouraging the development of a career education team composed of interested school personnel.

The Career Education Team

Hopefully this group will be a cross-section of teachers from all grade levels and subject areas. Some specific functions of a career education team might be to:

1. Construct units in career education for classroom implementation
2. Develop a community resource directory (human resources as well as materials and equipment and potential field trip sites)
3. Establish a career education advisory committee
4. Inform the community about the school's career education program

5. "Spread the word" about career education within the school

We have found it best to identify one person (usually the chairman of the career education team) as the working contact between the consultant and the school. This person can work out arrangements for team meetings, in-service workshops, and other items that need to be taken care of within the school.

If the loan of materials to teachers is one of the services offered by the project, the contact person for the delivery and return of materials will probably be either the teacher borrowing the materials or the secretary in the school office.

Incidently, upon arrival at a school building, it is important to so notify the school office. "Visitor policies" for the school should be determined and adhered to. Upon departure, it is important to so inform the office and indicate the consultant's next destination so there can be continued communication if the need arises.

In addition to providing some in-depth study of career education (the in-servicing of teachers to be covered in detail in the next section of this book), the consultant's initial efforts with the team should be to (1) help the teachers focus on their school's or classroom's career education needs, wants, and resources (i.e., identifying goals and potentials), (2) help them develop some standard operating procedures or guidelines, and (3) help outline their school's career education program (i.e., how to use their potentials to reach their goals).

Usually, because of the size of the Careers Resource Project service area, we have not been able to conduct a thorough career education needs analysis in any one school or school district. Instead we have suggested that the team study its own school situation to determine its own needs and available resources. We have also pointed out the existence of emphasis and/or units at various grade levels (self-awareness emphasis and community helper units at the primary grades) and the fact that different teachers do take their students on field trips in the community or do occasionally discuss how various subjects or units of study do relate to various occupations. There are bits and pieces of career education occurring in most classrooms. What the team needs to do initially is to develop a fairly accurate picture of what career education activities are taking place in the school and what local resources are available so that they can set some goals and outline a program to achieve those goals.

Developing the Human Resources of the School and Community

The one resource most often overlooked by teachers doing this kind of evaluation and planning is that of the human resources available which can be utilized.

A human resource survey can be an excellent "starter project" to get people directly involved in career education. It also provides the gentle push to teachers to become more knowledgeable about career education so they can explain to others (students, parents, or people in the community) what is being done and why. There are many ways that human resources can be utilized in the overall school program in general and in the career education effort in particular. A human resource survey can help identify guest speakers, interesting and educational field trip possibilities, job observation options, instructors for special interest or "pursuit" classes, free or inexpensive materials, etc.

Human resource surveys can be conducted on several levels. Schools wanting to focus on the special interest classes idea have often started with a faculty survey of prior work experiences, hobbies, interest, and skills. Certain schools have started with a survey of students' parents, although some pertinent information can be gathered from student enrollment cards without violating the privacy act. Other schools or school districts have conducted community human resource surveys. While this has been done in small communities by the career education team, usually on released-time from school, in somewhat larger communities or on a county-wide basis civic organizations have been involved in the survey process. Parent Teacher Associations or Organizations also have been utilized both as survey population and in helping with or conducting the survey of the community. A few schools have even conducted student surveys to locate special or unusual skills, hobbies, or experiences.

One of the benefits of the human resource survey, in addition to the information gathered, is that it gives the students, teachers, administrators and even the parents and the wider community a sense of local ownership and intense involvement in the total career education effort in the school. On planning such a survey it is well to (1) consider all the possible variations, (2) determine the basic purpose of the survey, (3) determine what information needs to be gathered, (4) determine the best and most practical methods to use in conducting the survey, and (5) determine how the information gathered will be stored, utilized, and disseminated.

The Advisory Committee

One element of many career education projects on which there are truly mixed feelings and opinions is the advisory council or committee. Some have been very successful, while others have existed only on paper.

Ideally an advisory committee is formed to guide, promote, and support an on-going effort. Most federally funded projects and many state funded projects are required to have advisory committees to provide a measure of local area control and support for the project. Usually the advisory committee is composed of a broad spectrum of community representatives who can potentially contribute to the project's efforts. Such advisory committees should meet as often as deemed necessary.

The following functions might be performed by an advisory committee:

1. Provide input on project direction and operation
2. Offer moral and financial support to the career education team
3. Provide guest speakers
4. Provide public relations
5. Provide materials to carry on career related activities in schools
6. Carry on the necessary leadership
7. Provide input concerning desirable employee characteristics

This committee might include:

PARENTS

SCHOOL COUNSELOR

STUDENT REPRESENTATIVE (Active--Dropout and/or Graduate)

MAYOR OF COMMUNITY

SCHOOL BOARD MEMBER AND SUPERINTENDENT

EMPLOYMENT COUNSELOR

LABOR REPRESENTATIVE

COMMUNITY MERCHANTS ASSOCIATION REPRESENTATIVE

TEACHER REPRESENTATIVE

LOCAL NEWS MEDIA (Radio-TV) REPRESENTATIVE

MINISTER, PRIEST, OR RABBI

Because career education has not yet been tightly defined, there is opportunity to tailor programs to the widely different community circumstances. Career education advisory committees in our project area have established their objectives more broadly than just filling manpower needs and providing students with salable skills. Our committees have attempted to place emphasis on areas in which students can find successful and satisfying futures. These established career education advisory committees have certainly been unique features of our project during the first year of operation.

IN-SERVICE AND CONSULTATION

In-servicing can be defined as the process whereby educators gather to learn and to develop beneficial techniques and resources for use in their own classrooms. We view the "in-service" process in two ways: (1) in-service workshops for large groups of educators, and (2) less formal consultive services for smaller groups. This section is devoted to helping consultants become aware of what will be expected of them by the school personnel with whom they will be working.

It will be the consultants' responsibility to familiarize themselves with (1) all aspects of career education, (2) the school's curriculum, (3) types of classroom activities and programs appropriate for the teachers and students they are servicing, (4) materials that will be appropriate for each school's objectives, (5) methods used in workshops to help teachers become proficient career educators, and (6) ways in which the school and community can work together.

In-Service Workshops (See Appendix C - Page 77)

Some of the in-service meetings can be held during school time. In some cases the Careers Resource Project may pay for release time for teachers. Where teachers cannot be released from classrooms, the meetings can be held before school, after school, or in the evening. Teachers, like other workers, are tired at the end of the day; therefore, it is preferable to hold workshops during regular school time.

The normal assumption is that the school building is the logical place to hold in-service meetings. However, we have found there are fewer interruptions if the meetings are held at other locations. The CRP staff has used, with succes, church basements, community centers, private homes, and our mobile units. The most successful workshops have been held at the CRP center because of the convenience of materials, facilities, and supportive staff.

In order to plan a series of successful workshops, one should determine the needs of the group with whom one will be working. The needs assessment includes a determination of: (1) what is already being done in career education, (2) what career education goals the group considers appropriate for its students, (3) the resources available to the group, and (4) how the consultant may facilitate the school's program. We generally take an informal approach to needs assessment through observation of bulletin board displays and classroom activities and conversations with administrators, counselors, librarians, audio-visual or media specialists and individual teachers. Many teachers, although they may not be aware of it, presently use several types of career education activities in their classrooms. Therefore, it becomes the responsibility of the consultant to point out to the teacher when and where career education is being used. Although the primary focus of the needs assessment is in the early stages of the school's program, needs assessment and program evaluation are on-going processes leading to continual program development.

Based on needs assessment, it is the consultant's responsibility to plan a series of workshops that will meet the group's needs and be consistent with the project's goals. A sequential model of specially designed workshops that we have used repeatedly with success may be found in Appendix C, pages 77-87.

An example of an initial workshop designed for teachers with little or no knowledge of career education is one which

uses the films "I Want To Be" (Ohio State University) for elementary level teachers or "Career Education" (Educational Properties) for all levels. Both of these films not only show career education classroom projects, but also explain the basic theories of career education. A caution: If either film is used, it is important for teachers to understand that the ideas presented are just ideas and that they are not expected to run back to their classrooms and try any or all of them until they have had enough time to design programs or projects that are appropriate for their students.

If the group is looking for techniques for planning career education activities for their classrooms, an infusion workshop (see Appendix C, page 82) will help them make constructive plans. Each participant should be given a copy of the Infusion Booklet (Appendix E, pages 90-126) and should be guided slowly through the nine steps, insuring that the teacher is using a content or subject area lesson that he will be teaching within the next week or so. If carefully done, each teacher will be able to develop a workable lesson plan with a solid career education orientation for his students.

An alternative infusion workshop is the pick-a-card workshop (see Appendix E, page 127). This approach is particularly helpful in showing teachers how simple infusion is.

Teachers who are relatively new to career education greatly appreciate concrete ideas for classroom activites. We maintain a large file of ample classroom activities appropriate for various career education objectives at each grade level (see Appendix G, pages 152-178). At an early workshop several of these activities are carried out, with the consultant playing the teacher role and teachers acting as students. Afterward the applicability and implications of the activity for the teachers' classrooms are discussed. The Careers Resource Project has developed a number of videotaped field trips, which should be previewed by teachers before use in the classroom (see pages 46-47). Teachers also need training in the preparation for and follow-up of commercially prepared films, skits, games, and other materials in order to use these resources most effectively. Materials workshops can be conducted for teachers in the classrooms to encourage the development and use of teacher-made materials.

Another very successful approach, a sharing workshop, can be held for teachers after they have had time to implement career education concepts into their classrooms. This workshop provides time for all those present to discover what the teachers are doing in their classrooms and gives new insights into possible career education activities.

These workshops can be held for teachers across grade levels, as long as not too large a grade level span in attempted. A larger variety of ideas can be exchanged if the teachers represent several schools rather than one school. The teachers are reinforced for their classroom efforts.

As the school career education program progresses, the need will arise for in-depth treatment of specific components. Special-purpose workshops may deal with topics such as values clarification, compilation of a community resource guide, job placement, etc. (See Appendix C, pages 77-87 for workshop agendas.)

Along with knowing the extent to which career education is being used in the schools, a consultant should also be aware of the pitfalls and problems that may arise in getting more teachers involved in and proficient in the use of career education. The Careers Resource Project staff has found that patience is a real virtue when working with educators. Some teachers may need time to adjust to new thoughts presented and will have some questions about their own ability to convey career information to their students. Some teachers have never been employed outside the classroom and may not understand what it is like to work in any other area but education. Other teachers are willing to try new approaches before they are ready. There are some teachers who are not willing to try career education because they fail to see its value or it is viewed as a rather new and untried methodology. Each of these groups needs a good solid, well-planned series of workshops with time between each workshop for reflective thinking and classroom experimentation in order to become proficient career educators.

One major component of all workshops is the evaluation of the workshop made by the teachers. Near the end of the workshop, time should be allotted for this valuable and important activity. (See Appendix D, page 95 for an evaluation form. This form is an easy means of determining whether the workshop has met individual needs and also helps the consultant plan for further workshops.) Immediate feedback allows the consultant to see the need for any necessary changes or revisions if the workshop is to be used again. There are two ways to use a feedback form. The form can be handed out, filled out immediately, and handed back to the consultant on the spot. This method facilitates a 100% return, and the form is filled out while all events are fresh in the participants' minds. On the other hand, reflective thinking takes time, and, if the workshop participants are allowed time to fill out the forms at home and return them via the mail, the feedback may be more honest and actually more helpful in determining individual needs.

Consultation

The consultant services differ from those services already discussed in that the consultant works with fewer people and deals with specific operational problems. While most of the consultant's time will be spent in the role of problem solver and program coordinator, some time will be spent sharing with teachers ideas and activities that have been used effectively in other schools. Less often, the consultant will be asked to coordinate the school's effort with some community agency. Because of the variety of the roles in this area, the consultant must be creative and flexible. Since most of the consultant's time will be spent helping individual teachers plan classroom activities, solve problems, and develop classroom materials, he should be knowledgeable about the school's curriculum.

The scheduling of the consultant's appearance at the school is the key to effective consulting services. Generally it is most desirable to establish a regular weekly or bi-monthly schedule. This approach not only allows teachers and consultants alike to free their schedules and plan for visits, but facilitates the delivery and return of borrowed materials. However, it is possible for teachers to become too dependent upon the consultant. A word of caution: One must be extremely careful not to push teachers too fast. Many teachers can become opposed to the consultant and the career education program if they are rushed into activities that they are not prepared to handle. If they are forced into doing something, the consultant may find himself without teachers to work with or having to spend many hours, days, and weeks undoing what should not have been done to begin with. In other words, time should be taken to consider how much the teacher is ready to do. Most teachers are creative but must be allowed the freedom to progress at their own pace. A sense of freedom and teacher ownership of ideas can best be obtained by making suggestions and providing encouragement.

The consultant may visit the school only at the teacher's request. This approach is preferred by many teachers, but it makes it difficult for the consultants to plan an effective time schedule. Visits of this type also tend to involve fewer teachers than regularly scheduled visits. Intermittent visits made on short or no notice are generally the least desirable. Many teachers will be involved in other activites and unable to talk to the consultant at any length. However, where the school's career education program is well developed and the consultant's services are required less often, intermittent visits remind the staff of the consultant's interest

and support while leaving the ownership of the program clearly in the hands of the teachers.

Although school administrators, counselors, and career education consultants may provide the structure and leadership necessary to implement career education within the school, the major responsibility for successful implementation within the classroom lies with the teacher. He must be the one who plans daily lessons which incorporate career education concepts, allows time for career-related projects and activities to take place within the classroom, and agrees to have students participate in career activities outside the classroom. In short, he must be the one to make career education a reality within the school structure.

The consultant, on the other hand, should take a leadership role in the school's total career education program by coordinating the efforts of teachers across grade levels to provide sequential and non-redundant experiences for each child.

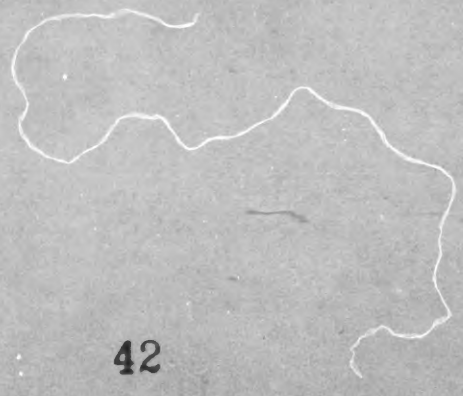
The general objectives for the elementary (K-6) program can be defined as an overall awareness approach to career education. Through this self-awareness approach, the student should broaden his occupational concepts and improve his attitudes concerning the world of work. Through the continuing efforts of the teacher and a well developed career education program, the student should have provided for himself a storehouse of knowledge and understanding for eventual use in career selection.

During grades 6 through 9, students continue to broaden awareness of themselves and the world they live in, with a greater emphasis placed on exploration of careers. Relating student activities and aptitudes to their present concerns and future potentials becomes a further area of emphasis during this stage of exploration.

Throughout all levels of the career education system, try-out experiences are used, but at the senior high school level (grades 9 through 12) the major emphasis is on job experiences, such as part-time, full-time, or volunteer work. The growing importance of out-of-school experiences implies an expanded role in career education for the local community. During the high school years, the importance of the individual's career begins to come into sharper focus. Prerequisites for both job entry and continuing education as well as the alternate paths to any given career are stressed.

Career education activities appropriate to the rural area are not fundamentally unique to that setting. However, rural students usually have first-hand exposure to a relatively narrow segment of the work world. Thus, career days, guest speakers, field trips, and job observation days should be given special emphasis in the rural career education program. Alternatives to field trips are video-taped field trips of local businesses and industries (see pages 46-50). Mobile units also provide special opportunities for career education activities and materials display.

In an effort to provide interested schools with suggested career education objectives for each grade level, the Careers Resource Project has outlined the same with an emphasis on infusion, field trips and guest speakers (see Appendix G, pages 152-178). Once the teaching staff decides what career education objectives are to be emphasized at any particular grade level, the infusion process can be used to facilitate curriculum development. This process is achieved in the individual classroom when the student becomes aware of the relationship between subject matter and the world of work.



MATERIALS AND EQUIPMENT

Career education materials are an integral part of the total career education program and have proven to be one of the most valuable assets in eliciting the interest of the people with whom the career consultants hope to work. We have found them to be useful tools in opening doors which were previously closed.

Teachers should not be made to feel that they should or are required to build their curriculum upon career materials. However, experience has indicated that career related materials are very helpful in making the teachers' role much easier and the students' role more interesting.

Although their functions vary immensely, their roles are supportive only. The roles they play are to aid in making everyone, K through adult, aware of the various career opportunities and their options and to assist the teacher in infusing career education into the present curriculum.

Their functions are to solicit the interest of teachers and students; to provide information about self, value clarification, decision-making skills and occupations; to motivate and stimulate exploration of the numerous occupations; to provide guidance for the student in seeing the correlation between academic and occupational skills; to develop positive attitudes toward self and work; to involve students in seeking an area of interest which will be personally rewarding and satisfying; and to make the curriculum relevant to the world of work.

The way materials are used will depend upon the consultant and the different people he works with. No one person can tell another individual how he has to use them. It might be suggested here that consultants may use them for orientations, teacher career "sharing days," infusion workshops, and general in-servicing of teachers in use of materials. Teachers may use them to motivate, stimulate, and prod students in developing sound self-concepts and exploring and investigating careers and the roles they play in society today and will play in the future. As previously mentioned, how this is accomplished will depend on the people one is working with and the goals and objectives he is trying to accomplish plus the materials he, or the teacher, chooses to use. Students' ages, grade levels, environments, willingness and ability to learn, experiences, and skills must also be considered.

Although some authors stress the importance of using materials for instructional purposes, we place more emphasis on the exploratory aspect whereby students are made aware of self and the world of work through hands-on activities,

briefs, books, games, and audio-visual aids which they themselves can use and adapt to their own individual needs. In no way does this eliminate the potential instructional use of material. This process promotes independent judgment plus individual decision-making through exploration geared to the students' own level of interest and ability. In this manner, students should come to know whether their goals and aspirations are realistic and how such goals may be achieved.

SELECTION OF MATERIALS

Career education materials must be selected with care and caution, or there will be utter chaos. To avoid this, a survey should be made to see what materials are available and what is needed. Probably the first step in materials selection should be the development of a list of selection criteria. This list of selection criteria might include:

1. What is already available locally and what is needed.

2. How much money is available to spend on materials.

3. Program or project emphasis (Self-awareness and occupational awareness are two of several possible emphases. A multiple emphasis program or project is also a possibility.)

4. Methods of proposed use (Will materials be available for loan from a central office? From several locations or mobile units?)

5. Local considerations: job opportunities in the area, free materials which which be available locally, the size of the area or number of teachers and students that will be served.

6. Student population to be served (factors such as age, grade level, environments, willingness and ability to learn, experiences, and various skill levels).

In addition, it should be remembered that while the emphasis of career education at lower grade levels is on

developing self awareness, at higher grade levels the basic emphasis of career education shifts more and more to occupational awareness and information. Materials selected for different grade levels (or reading levels) must reflect this shift in emphasis.

It should be remembered that The Dictionary of Occupational Titles lists over 20,000 different occupations. But it might be impractical to have material related to each of these occupations. It would be advisable to have materials with as broad a coverage as possible. By selecting materials which cover the occupational clusters, this broad coverage may be achieved.

For instance, we have found Career Briefs to be of utmost importance because not only is the cost minimal, but it permits a large number of careers to be explored by a large number of students in a relatively short length of time. When students locate their areas of occupational interest, other materials which provide more precise occupational information can be provided for them.

Materials should be obtained which primarily focus on local area occupational opportunities. On the other hand, occupations not found in the local area should not be overlooked. While it would be undesirable and wasteful for a career education program or project in the Mid-West to have vast amounts of materials on oceanography, it would be advisable to provide this information for awareness purposes. On the other hand, health careers cover a very wide field and are a necessity in every locality and geographical area. Therefore, a variety of occupational information should be provided, with a possible emphasis on occupational opportunities in the geographical area.

To avoid waste and confusion in the selection and purchasing of materials, there must be a system established for the selection and purchase of materials. Someone (in our project a materials consultant) must be appointed to coordinate the process. No one person should have the absolute control over the purchasing of materials, nor should everyone (on the staff) be allowed to purchase as he pleases. As in other aspects of career education programs, obtaining materials should be a cooperative effort.

We have usually found it best to have our materials consultant do the preliminary previewing of available materials and then have the career consultants preview primarily those items deemed most appropriate by the materials consultant in order to get multiple opinions on what materials to purchase

or reject. The screening process should also eliminate racial and sexual bias.

Free occupational materials can be obtained from numerous professional or commerical organizations simply by mailing letters of request. On occasion, individual schools or classrooms have made projects of obtaining free materials for their own files. Incidentally, this letter writing effort is an excellent language arts project for upper elementary, middle school, and even some senior high level classes.

We have found the best source of free materials to be the state employment agency, state education agency, post-secondary institutions, companies and businesses, and professional or trade organizations.

Once materials are selected and obtained, there are at least two other items which should be considered: (1) a catalog of materials which the project or program can make available and (2) materials workshops (see Appendix C, page 83).

While there are many items considered valuable, the ones that we have found most useful are listed on pages 205-215.

USE OF MATERIALS

The role of career education materials is quite varied depending upon the particular materials and situation in which it is to be utilized. Though the uses of materials are multiple, they can be broadly categorized in these areas: self-awareness, occupational and educational information, values clarification, decision making, social and interpersonal skills, economic awareness, and employability skills. The way in which materials are used will depend upon the user and those with whom they are working. In other words, the goals and objectives of the user determine what is to be utilized and in what manner.

Educators must consider students' ages, grade levels, learning environments, abilities, and willingness to learn, and past experiences when utilizing materials in career education and career guidance activities.

Provision must be made to make the material available and easily accessible to all. In some schools we established career corners in central places such as libraries or guidance areas for display of material. This arrangement allows students and educators to come and explore at their own convenience. Ample space with tables and chairs is most desirable.

It is also quite helpful to the user if the materials can be organized in a catalog, guidebook, or bibliography form. This book should include not only commercially produced material, but also those locally developed. Such a publication can be organized in several ways: grade level, curricular area, media type, career education function, etc. It may also be annotated. The organization and specific alternatives for this kind of a publication are multiple and must be determined locally. A listing of those items that we have found most useful and frequently requested can be found in Appendix K, page 205.

ORGANIZATION AND MANAGEMENT OF MATERIALS

A system for the organization and management of career materials must be established so that the material can be efficiently utilized. Internally, some cataloging system must be utilized in the organizing of career materials. This becomes particularly important as the supply of materials increases.

The method that we have used in processing career education materials for use by educators is known as the Luxor Roledex File System. A file card is made for each item, which is identified by a code number. On each card we also list the date material was checked out, due date, the teacher's name and the name of the school. On the top edge of each card the numbers 1-31 are listed, indicating the days of each month. There is room on each card for information such as serial number, date purchased, cost, etc. When material has been returned, a check mark is placed on the "in column" and the tab removed, indicating material has been returned. The purpose of this file is to always have an immediate record of where material is and when it is due to be returned.

A check-out or loan procedure must also be set up. Most of our materials were loaned out on a first-come basis. With the exception of the films, our materials were loaned for the period of a week. Films could be borrowed for a three-day period. This loan period proved to be satisfactory in the majority of cases, but in some instances there were complaints about not having the material long enough. Borrowers should be forewarned not to be selfish and to check out materials according to need.

The quantity of material purchased will depend on the budget, the number of people using the materials, the number of places where the materials will be housed, and the amount of time allocated for individual use.

Because we purchased materials in quantities of three, except for films, we encountered problems equipping two mobile units with materials as well as filling the requests from teachers in our large geographical area. In most cases it would have been better had we purchased six to twelve copies of each item. Schools should be encouraged to purchase and develop their own material. In several instances our schools did, but not enough to alleviate all of the problems of materials supply.

The loan of materials necessitates the development of several forms. While we used separate request forms and evaluation forms, we would suggest combining the two forms as we have found them to be expensive and cumbersome. (See Appendix K, page 215.) They are Form A, a commercially available, four-part materials request form, and Form B, a locally produced evaluation form. Of the four-part form one copy was used for office records, another for a mailing label, a third for requestor's file, and the fourth as an information copy, containing purpose of use and number of students and teachers requesting material.

Regardless of what precautions are taken or the amount of supervision provided, there will always be some damage and loss of materials. Much of the expense of materials stems from negligence and untrained individuals who operate audio-visual equipment. Users should be cautioned not to abuse the materials. Perhaps they should be made responsible for any damage. All materials should be insured for loss and damage.

A system should be devised for the inspection and repair of all materials before and after each use. The first two years of our project operation we did not do this, since we passed materials from school to school to save mailing costs. Consequently, many films were damaged and other materials lost. We feel that the responsibility for many of these losses was ours due to a lack of foresight in including in our budget the cost of distributing materials.

Our geographical area was so large that we could not service the schools as they would like to have been serviced. Many materials had to be hand delivered by the consultants and failed to be delivered and picked up as scheduled because of bad weather and heavy work schedules. While size and weight of some materials prohibited mailing, in other cases mailing was done on a limited basis. A small van on a regular delivery schedule, perhaps weekly, would have been ideal and less expensive than the system we used; it would have solved many of the mailing problems and confusion involved in the dissemination of materials.

In addition, if one were to establish good communication channels with the school and community, some dissemination and delivery problems might be alleviated or minimized. Through good communication, consultants should become aware of the school term, holiday and vacation days, time changes, special occasions, etc. This would prevent materials from being delivered when not needed and where they could not be used. The career staff and educators meeting together should plan the program and make material requests early, allowing alternative dates in case of conflicts.

Updating of material is another concern in the area of organization and management. Field feedback is useful here, as well as is information on frequency of use. A media specialist or consultant is necessary in this process to review present materials for currency and also to keep abreast of new materials being developed commercially or by educators in the field.

THE RATIONALE FOR LOCALLY PRODUCED MATERIALS

Locally produced materials can contribute a great deal to the success of a program. Compared to commercial materials, they have potential advantages of economy, diversity, emphasis on local area occupations, utilization of local resources, the pride created by local "ownership" of a program, the good will resulting from the use of local ideas and resources, and the potential of adapting a career education program to local attitudes and needs.

We have generally found that both teachers and students usually are unaware of the wide range of occupations available within their local area. This is even more pronounced in a rural area such as the one served by our project. In one instance, a county Chamber of Commerce told us there were only half as many businesses in the county as we found in the postal directory alone. In addition, the postal directory did not even include most of the self-employed craftsmen such as carpenters, painters, and building contractors.

We have generated much interest in career education within our service area simply by helping schools and civic groups compile guest speaker and field trip directories involving local businesses and agencies. Several of our teacher-developed materials have attracted national publicity and interest. (See the "Popsicle Report" Appendix L, page 217 for one example.)

Before making a decision on whether to produce materials, we suggest a close look at what may already be available. Is the material up-to-date? Is it varied in format (i.e., cassette filmstrips, printed materials, games and simulations, and 16 mm films)? After making a complete survey of available material and what is needed, one can make a much better decision as to the amount of his involvement in the development of locally produced career education materials. Time, skills, equipment, and budget considerations must also play a part in the decision.

RATIONALE FOR VIDEO-TAPED FIELD TRIPS

Based on (1) the need for locally produced career material within our project area, (2) the many problems related to taking students on field trips (rural areas mean much greater distances), and (3) because we already had video-taping equipment, we produced a series of 12 video-taped field trips. A fourth reason for our video-taped field trips was that while there was much materials pertaining to job requirements and responsibilities, very few of these materials had any direct responses from people who performed the jobs on a regular basis. Even fewer of the materials were locally oriented. The video-taped field trips answered many of the needs while exposing students and teachers to several occupations they might not have encountered otherwise.

The subjects of these video-taped productions were individuals, businesses, and industries in the counties served by our project. They included:

1. A potter at work
2. The people and processes involved in the production of a daily newspaper
3. The construction of river barges
4. Workers in a dairy
5. A clown applying his make-up and discussing the life of a professional clown
6. The operation of a radio station
7. How coal is strip-mined
8. The operation and uses of the polygraph or lie-detector

9. The various operations of a district post office

10. The workers and the jobs they perform in a school cafeteria

11. The workers in a hospital

12. The wide variety of careers needed to operate a city government

The problems related to arranging and conducting field trips include:

1. Site selection and scheduling

2. Cost considerations

3. Transportation arrangements

4. Liability insurance

5. Permission slips

6. Chaperones

7. Weather conditions

8. Safety on the trip and at the field trip site

9. Consideration of site facilities

10. Tour conditions

While the video-taped field trips do eliminate many problems, they also have some disadvantages of their own. Chief among them is the loss of immediacy and reality. There is simply no way to touch or smell the field trip experience on a video-tape (or film). Also missed are the hands-on activities and the observing of social interaction of workers, which are often part of an on-site experience. When the video-tape is used in the classroom without someone from the field trip site present during the viewing, students may not have the opportunity to ask questions and get immediate answers from an expert.

Often there are the somewhat related problems of (1) crowding the classroom with other students and teachers "from down the hall" and/or (2) the failure of the teacher to adequately prepare the students on what to expect and/or to adequately follow-up what they saw and learned.

If one is considering the production of filmed or video-taped field trips, a survey of businesses is necessary. He must first determine the kinds of businesses, industries, and individual occupations that are available in his community. This survey can be made in several ways, including a thorough look at the telephone directory, yellow pages, and professional organizations. Once the list of community business and industry sites has been compiled, it is necessary to narrow down the list to those firms or sites where video-taping or filming would be necessary as well as possible. As an example, many companies have similar operations such as accounting, sales and distribution, an obvious reason for selecting only the best possibilities rather than filming them all. The prospective sites should be carefully considered, so that only those places that will allow showing the widest possible range of jobs are selected.

Once the sites have been tentatively chosen, contact must be made with them. The most logical person to approach is the public relations director or the personnel director of the organization. In this first contact, while a complete explanation of the proposed project should be made, there is really no need to make detailed production arrangements. If an interest in participating is shown, an appointment can be made to discuss details and make the necessary arrangements.

Many organizations are very willing to participate in an educational project, not only because of their solid support of education, but also for company exposure to the public. There may be some need at the onset for contacting the manager or president of the organization in addition to the public relations or personnel manager. For this initial meeting with company representatives, one must be well prepared by anticipating many of their questions and concerns in regard to the taping project and by having solid answers to them. We were very successful in obtaining the cooperation of those whom we contacted.

When the business and industry site representatives have indicated their willingness to participate, there will be a need to begin working more closely with them. Having obtained the support of the company manager and public relations director, it would be wise to discuss plans with department heads, area foremen, union stewards and several randomly chosen

employees. We have found that when the proposed program was explained to these key people, it was much more readily acceptable to the employees being interviewed on the tape.

To avoid procrastination, arrangements for the actual taping days should be made within a week or so after the first contact and follow-through have been made. This will allow the company representatives the opportunity to contact all department heads and employees to inform them of the video-taping schedule.

Clearance forms at times are needed to enter restricted areas and to film classified material or equipment. These forms can be jointly constructed by the company representative and the career project representative. In addition to the above mentioned clearance, it is often necessary to obtain permission to trace an employee at work because of union regulations. For us, permission was never denied when we explained that the video-taping was an educational project and a not-for-profit venture.

Even with all the necessary clearances, we still must emphasize that the person in charge of the taping must work in accordance with the organization's rules and regulations at all times.

It is absolutely necessary that the person who will be doing the actual video-taping has the opportunity to walk through the plant or facility before taping. During this walk-through a shot chart should be made for the day of the taping. This chart is a time-saver. A well organized shooting schedule is a must. Another task during the walk-through is to check the lighting, as insufficient light can ruin a well planned shot. Although one may be using Porta Pak equipment, as we did, a 120 AC outlet will be handy for extra lighting and battery charging. Also during the walk-through, an eye should be kept out for the hazards, such as slick spots, low hanging wires, hot pipes and sudden changes in light and sound.

After the initial walk-through, the project should be discussed with the people who will be interviewed on tape. If they know in advance the type of material they are to cover, they will be better prepared on taping day as well as less nervous. In addition to this discussion with the interviewees, we found it helpful for the narrator to do a "dry run" with them just prior to taping. This session allows the person being interviewed the opportunity to organize his responses.

Because a very staged interview with a structured question and answer format loses the interest of the viewing audience, we chose to use the casual conversation approach.

Choosing a narrator for the field trip is one of the most important and critical aspects of this project. Flow of the interview is greatly dependent upon the person's ability to keep the conversation moving at all times. One other very important function of the narrator is to keep the interview from becoming filled with technical jargon. This in itself will lose the viewers. To fill the narrating position we have found the personnel director or public relations director to be the most logical person. It is not absolutely necessary that the narrator know the entire company process or production plan, for at times the narrator's lack of knowledge might even be an asset.

We have found it to be a good policy to start the field trip with a short interview with the company president or general manager. At this time a brief history of the company can be given as well as a description of the organization's services or products. There is no iron clad rule that one must follow the product from its raw state to finished state. The primary interest is careers and job requirements and not particularly the product.

Because of the many brands of video taping equipment on the market, we have chosen not to describe the specific equipment that we used. We suggest consultation with audio-visual experts in the local area to determine what is presently available and to study what should be purchased for the particular needs. Based upon our experience we do, however, encourage the use of portable video equipment.

Once the tape has been made, editing must take place. To insure that the field trip can be shown within one class period, we edited for length purposes. Field trips that included interviews with several on-the-job employees were limited to not more than 45 minutes, while those that included only one or two interviews per tape were limited to 25 minutes in length. It has been our experience that the attention span of the students will usually fall between these two time limits.

AUDIO-VISUAL EQUIPMENT

Although many kinds of career education material require various types of equipment for classroom use, our main concern in this section is the equipment needs of a career

education project staff. A career education project should not, except in extreme circumstances, provide equipment to schools for the purpose of utilizing career education materials.

The type of A. V. equipment to be used within a project is determined largely by the techniques to be utilized by the project staff. Some staff members are never completely at ease with audio-visual gadgetry. It is unwise to purchase equipment which will simply sit on a shelf and gather rust and dust. Therefore, it is important, in the early planning stages, to carefully consider the types of equipment which will be used in a given project or program. After this early and preliminary consideration, a more realistic and practical list of needed equipment can be completed.

There are needs for equipment in several areas of staff work. We have found the major areas to be:

1. Preview and evaluation of career education material (cassette players and film strip viewers)

2. Presentations and orientations by staff members to teachers, team members, civic groups, and other interested parties (film, filmstrips, slide, or overhead projectors)

3. Public relations in the school and community (cameras)

4. Equipment for creation and dissemination of career education materials (duplicating, art, and video-taping equipment)

1. Preview Equipment

The basic equipment needed for previewing materials is of three types: film, filmstrip, and tape cassette. The primary need here is a filmstrip projector with a tape cassette player or a filmstrip viewer with cassette playback capabilities. This equipment can be used for individual or small group previewing. The size of the screen determines the number of people who can comfortably view the material. A filmstrip projector or viewer may also be purchased with manual or automatic capabilities. The most practical equipment of this type should have the following qualities:

A. light weight

B. ease of operation

C. sturdy construction

D. well known brand (for service purposes)

E. automatic adjustments

F. sufficient size so 6 to 10 people can view at one time

G. compactness (self-contained, rear projection screen)

H. facilities for private listening (earphone jack with more than one if possible)

The second basic piece of equipment is a 16mm projector. The selection of this equipment should be based upon its projected use by the consultants and materials consultant. The following criteria should be considered in selecting a film projector:

A. price

B. durability

C. weight

D. name brand (for ease of service and repair parts)

E. ease of operation (easy to thread and maintain)

We have found that one 16mm projector is adequate for the needs of our staff. Most schools have this type of equipment. This projector should be used primarily for previewing material and orientation sessions.

2. Presentation Equipment

While the amount of use of specific equipment will vary from consultant to consultant, the items of equipment most likely to be needed by the consultants in their work are as follows:

A. The 35mm slide projector is a piece of equipment often used by the consultants.

The most successful projector is the carousel type because of the ease of operation. This equipment is compact, easy to carry, light weight, can be remotely controlled and used in conjunction with a cassette player. If possible, each consultant should have a slide projector at his disposal.

B. The overhead projector can be a very useful piece of equipment. This projector will only be as effective as the consultant's imagination and ability to innovate. As with all equipment, the overhead projector should be sturdy and compact.

C. Each consultant should have access to a cassette tape recorder. This is an excellent piece of equipment that can be used in several aspects of the career program. The recorder should be light, compact, with built-in condenser microphone.

D. The sound-on-slide projector is very useful for frequently used "stock" presentations such as introductions of the project staff and the services provided.

E. The career project should have available one or two portable screens to be used for "in house" reviewing and during orientations or presentations.

F. Equipment to produce overhead transparencies should also be available.

3. Equipment for Public Relations

Photographic equipment is needed for the public relations aspect of the project. The equipment should be of a reliable quality. When choosing equipment, the following should be taken into consideration:

A. ease of operation

B. sturdiness of construction

C. operating costs

D. quality of reproduction

The Polaroid camera should be considered one of the most important pieces of photographic equipment to be used in the career education project. This camera is excellent for photographs for news releases to the local media or photographs to be used in school and career education project newsletters and documentation of the project.

The 35mm camera can be used effectively for creating slide presentation. It should be fool-proof in its operation.

4. Equipment Needed for Creating and Disseminating Career Education Materials

The type of equipment needed to produce locally prepared career education material might include:

A. duplicating equipment--stencil, multilithe, copying machines

B. art equipment--lettering sets, drafting equipment

C. television video-taping equipment--camera, tape deck, monitor, and related equipment

CONCLUSION

We have attempted to encourage teachers to utilize both commercially prepared and locally developed career education materials. Both types of materials have been found to be successful and have their share of limitations.

The materials consultant should maintain an up-to-date catalog that can be made available to teachers. A list of recently purchased or newly developed materials can be disseminated through consultants, project newsletters, or school newspapers. Evaluation of all materials should occur immediately after their use so as to provide direction for the purchase of new materials. It is the materials consultant who should maintain a catalog system that will insure an accurate inventory, including the name and exact location of the borrower.

The project must provide the equipment that is essential for consultants' orientations and presentations. This equipment may include a 35mm projector, an overhead projector, a

sound-on-slide projector with a screen, a Polaroid camera, and, in certain instances, video-taping equipment. It should be noted, however, that the project may use the video-taping equipment for the purpose of creating video-taped field trips as well as for in-service training.

THE DEVELOPMENT OF A SENIOR HIGH SCHOOL COMPREHENSIVE PLACEMENT PROGRAM

THE MEANING OF COMPREHENSIVE PLACEMENT

The development of a placement program within a senior high school cannot meaningfully be discussed unless the term "placement" is itself clarified. Basically, there are three kinds of placement in the senior high school: (1) in-school placement into specific high school courses and programs of interest whether academic or vocational; (2) post-secondary educational placement whereby the school, through a variety of activities in cooperation with people and agencies in the community, helps a student select an appropriate postsecondary educational institution; and (3) job placement whereby the school, through a variety of activities in cooperation with certain people, businesses and agencies in the community, help the student find, select, and retain employment.

Traditionally, secondary school counselors have tended to treat the first type of placement as scheduling rather than placement and to stress the second kind of placement, although there is presently a growing trend within senior high schools to develop the third type, the job placement. Whenever it is used, the term "comprehensive placement" will include in-school placement and postsecondary educational placement as well as job placement.

COMPREHENSIVE PLACEMENT AND ITS RELATIONSHIP TO CAREER EDUCATION

The Careers Resource Project is committed both philosophically and operationally to the career education concept. A major tenet of career education is that it is an educational strategy designed to serve all students with respect to their educational and occupational aspirations.

To view placement services as designed to assist only students who plan to go on to postsecondary education or only those students who seek jobs (while in school or immediately upon graduation) is to exclude certain subpopulations of students from receiving potentially valuable assistance from a school's placement program--a goal inconsistent with career education. It is for this reason that the Careers Resource Project has taken the position that a comprehensive placement program is the one that has the greatest potential to be responsive to student needs.

From the very beginning, career education movement supporters have deplored the fact that every year thousands of students either drop out of or graduate from senior

high school unfit for employment and unprepared for post-secondary education. A sound K-12 career education program, which would include a comprehensive placement program, should help to correct this situation. An active on-going, comprehensive placement program should provide indications of the effectiveness of the total K-12 career education program.

A comprehensive placement program does not emerge from a vacuum. Rather, the probability of its emergence is considerably enhanced through the implementation of earlier career education activities which are designed to produce a student who, either as a high school dropout or graduate, will have learned more about himself, the world of work and decision-making. It is further assumed that by virtue of this knowledge the student will be more employable and/or better motivated to pursue further study. Viewed in this manner, a comprehensive placement program may be considered as an integral part of the total K-12 career education effort--a part strengthened by the career education activities which preceded it.

THOSE SERVED BY THE COMPREHENSIVE PLACEMENT PROGRAM

Comprehensive placement programs in different schools will not necessarily serve the same populations. Some programs may serve only students enrolled in school; others may serve dropouts; still others will continue to assist graduates, even several years after graduation; finally, some programs will serve students and former students of other schools in addition to their own student population. The Careers Resource Project advocates no single formula, but suggests the following ideas as "food for thought":

1. Every effort should be made to serve dropouts since they often need the greatest degree of help, particularly in the area of job placement.

2. In determining what student population is to be served, consideration should be given to factors such as placement staff size, size of student body, size of geographical area included, local area employment agencies and practices, and so forth. For example, if the local office of the State Employment Service is equipped to place graduating seniors in full-time jobs, an under-staffed school job placement service could perhaps better utilize its manpower to place other students.

3. If for some limiting reason all students in a school cannot be served by the job placement phase of the program, exiting students should usually be given preference over non-exiting students. However, this principle should be viewed as a guideline rather than an inflexible rule. Another related consideration is economic need, since some students need part-time jobs to stay in school and/or to help support their families.

4. In determining who is to be served, a job placement program should assess the job-related needs of the students. To illustrate, in some communities there may be a great number of sophomores who need part-time jobs; in others, many juniors or seniors may require such jobs. In other communities, the needs for voluntary work experience may outnumber needs for paid work experiences.

5. Finally, when a school expands its placement program by adding the job placement component to its educational placement components, there may be a question about the number of students the job placement program should initially serve. In general, when dealing with a new effort, a conservative approach is wiser since it is better to place a smaller number of students effectively than to spread oneself too thin. As problems are worked out, the student population to be served in the area of job placement can be expanded.

THOSE IMPLEMENTING COMPREHENSIVE PLACEMENT

As with the questions of the population to be served, the matter of who will implement comprehensive placement activities is bound to vary according to local conditions.

While it may in certain cases be feasible to have the job placement responsibility fulfilled by some part-time staff person (e.g., a teacher who has had his teaching load reduced), schools that are planning to "go comprehensive" by adding job placement to their educational placement component should consider the very real possibility that such an addition may require some extra staffing. To carry out job placement activities effectively requires initially spending a lot of time making community contacts. Time is also required for job follow-up activities. Good

communications will need to be maintained with the counselor involved in educational placement, since career education--for those schools that have career education programs--often calls for certain kinds of jobs for students rather than just jobs. It should also be stated that job placement entails record keeping and the completion of forms, so additional secretarial and/or paraprofessional support may be necessary. Student help should be used only in those areas of the program where confidentiality is not needed.

In smaller schools, one full-time or part-time person may be sufficient to fulfill the total placement function; such an individual might be designated as "Placement Coordinator: or "Placement Counselor." In large schools, due to the fact that counselors may have large counseling loads, a designated individual, who may or may not be a counselor, may be responsible for only the job placement component. Such a person might be called a "Job Placement Coordinator" or "Job Placement Director."

In conclusion, there is no universal staffing pattern that can be adopted for comprehensive placement. School districts will need to consider their local needs, priorities, and constraints and provide staffs for program development accordingly.

THE CRP PLACEMENT MODEL AS A GUIDE FOR PLACEMENT ACTIVITIES

The schematic of the Careers Resource Project Comprehensive Placement model found on the next page may be viewed as a guide for carrying out placement activities. The sequence shown does not necessarily reflect the order in which placement activities will be developed in the field. What will be implemented and in what order is a decision that school personnel will make in light of local conditions and individual student needs. Forms that may be used to facilitate both the postsecondary educational placement and the job placement activities are included in Appendix J, page 189.

SCHEMATIC OF THE CAREERS RESOURCE PROJECT
COMPREHENSIVE PLACEMENT MODEL

COMPREHENSIVE PLACEMENT: A process involving in-school placement (counseling and class scheduling), post-secondary educational placement, job placement and combination of these.

In-School Placement
Not expanded in schematic form here because each school has its own procedures which it follows. To complete this part of the schematic, list your school's procedures.

Post-Secondary Educational Placement

Step 1: Student Recruitment using:
- Announcements in homerooms, on public address system, at student assemblies, in school paper
- Posters in hall or where students assemble
- Communications to parents
- Student form and questionnaire instruments

Step 2: Student Assessment using:
- Personal conferences
- School records
- Other school staff sources
- Non-school staff sources
- Questionnaire instruments

Step 3: Career Information using:
- Printed materials
- Cassettes and films
- Computer retrieval
- Mobile units
- Career clubs or Career Days
- Job observation experiences
- Advisory committees and guest speakers

Step 4: Educational Institutions Information by:
- Consideration of institutional variables
- Counseling input
- Review of materials relevant to selection

Step 5: Student Selection of Institution
- University
- College (including military training)
- Junior college
- Technical-vocational school
- Business school
- Miscellaneous

Step 6: Student Follow-up by:
- Periodic feedback from students placed in post-secondary institutions

Step 7: Internal Evaluation of Educational Placement Services
- Do students know of services?
- How many are using services?
- Adequate information obtained prior to institutional selection?
- Are needs of handicapped and disadvantaged being met?
- Has bias related to sex, status, and race been eliminated?
- Are students getting into selected institutions?
- Is student follow-up being used?
- Is program responsive to feedback?

(Feedback)

Job Placement
(part-time, full-time, volunteer, summer)

Step 1: Job Bank Development by:
- Identifying and surveying potential employers
- Checking classified ads
- Working with local employment agencies
- Using miscellaneous sources for leads

Step 2: Student Recruitment using:
- Flyers describing job placement services
- Announcements in homerooms, on public address system, at student assemblies, or in the school paper
- Posters and newsletters
- Bulletin boards
- Questionnaire instruments
- Student forms
- Newspaper articles or public service announcements on radio or television

Step 3: Student Assessment using:
- Personal conferences
- School records
- Other school staff sources
- Non-school or community sources
- Questionnaire instruments

Step 4: Employability Skills such as:
- How to get a social security number
- How to get working papers
- Preparation of a resume
- Proper job interview behavior
- Proper completion of application forms
- Job application letter writing
- Appropriate grooming and dress
- Changing employment practices

Step 5: Career Information by using:
- Printed materials
- Cassettes and films
- Computer retrieval
- Mobile units
- Career clubs and Career Days
- Job observation experiences
- Advisory committees and guest speakers

Step 6: Student Job Selection through:
- Consideration of job variables
- Counseling input
- Review of job order file

Step 7: Job Interview Follow-up through:
- Student report on interview outcome--hired or not
- Employer feedback

Step 8: Employed Students Follow-up through:
- Periodic student feedback
- Periodic employer feedback

Step 9: Internal Evaluation of Job Placement Services:
- Best structural alternative used?
- Do students know of services?
- How many are using services?
- How many are getting jobs?
- Are jobs related to broader career aspirations?
- Are employers pleased with students?
- Has potential value of advisory committee been explored?
- Has bias related to sex, status, and race been eliminated?
- Adequate information prior to job selection?
- Are needs of handicapped and disadvantaged being met?
- Is program receiving and responsive to feed-back?

COMPREHENSIVE PLACEMENT IMPLEMENTATION IN A RURAL SETTING

The basic comprehensive placement elements or steps outlined by the Careers Resource Project model are common to both urban and rural settings. However, as has been indicated, schools located in rural areas have two constraints to contend with:

1. They frequently lack coordinated career education programs.

2. They typically lack the business and industry necessary for broad job placement options and for student visitations to work settings.

Both of these constraints imply that, all factors being equal, rural students, upon completing their high school educations, will tend to have smaller degrees of vocational self-awareness, more limited knowledge about occupational options, and less developed employability skills than students exiting from urban schools with a K-12 career education program.

Although rural schools often lack coordinated career education programs, this does not mean that they do not or cannot have selected career education activities. If one accepts Hoyt's contention that the goal of career education is to make work "possible, meaningful, and satisfying to each individual," then any school activity contributing to this end may be considered a career education activity.

Bearing in mind the constraints within which rural schools generally operate and the crucial role that career education has in the placement process, the following placement-related activities are of particular significance for rural schools and might, therefore, be given high priority by rural administrators who want to develop comprehensive placement programs:

1. Using career education mobile units comparable to the one the Careers Resource Project makes available to rural schools. High school students who have lived in rural areas all of their lives and who are given the opportunity to explore what a career education mobile unit has to offer may discover a world of educational and work options that could have important bearings on their placement. In addition, under

certain circumstances (e.g., school space not available), a mobile unit could even be used as a setting in which students are scheduled for job interviews.

2. Exploring the job placement potential of local facilities such as farms and ranches. If such facilities are reasonably large and modern, they may offer student employment options in areas such as machine and automotive mechanics, accounting, bookkeeping, veterinary science, and inventory clerking. In addition, apprenticeship job opportunities with skilled craftsmen (e.g., carpenters) may provide rural youths with employment and should, therefore, not be overlooked.

3. Exploring the job placement potential within the school corporation itself. Employment may be available for interested students in capacities such as teacher aides, office helpers, cafeteria workers, grounds keepers, and maintenance workers.

4. Exploring ways in which job placements are scheduled with a view to giving as many interested students as possible the opportunity of being employed. For example, <u>one</u> job might be divided into morning and afternoon shifts, thus enabling <u>two</u> students to work.

5. Determining whether students might be transported on a school bus to a larger city for employment. This kind of activity can perhaps be carried out more easily during the summer and during seasonal periods of high employment (e.g., work in a post office or department store around Christmas time).

6. Exploring ways in which individual students who can provide their own transportation might find paid or volunteer work of interest to them in neighboring cities.

7. Exploring ways in which students might be transported on a school bus to a larger city to tour postsecondary educational institutions or for job observation experiences.

8. Using the consultant services and materials available from career education centers such

as the Careers Resource Project. All of these services and materials ultimately contribute to comprehensive placement. While services and materials provided by centers such as the Careers Resource Project are very useful to urban schools, the isolation of rural schools makes these support services particularly valuable for rural school staff and students.

9. Using on-going infusion strategies such as bringing in guest speakers for the enhancement of occupational awareness, employability skills, and educational awareness should also prove of particular value to isolated rural schools.

GLOSSARY

Advisory Committee	A group of persons predominantly from outside the field of education who are selected because of their specialized knowledge to collectively advise regarding career education efforts within the community.
Aptitude	The natural ability or potential to do something, which can be developed by practice or training.
Career	An individual's total life work experience.
Career Cluster	A classification of occupations which are related and grouped according to common elements of the job.
Career Development	Self development over one's life span through education, work, and use of leisure time.
Career Education	All educational experiences that prepare the individual for economic independence, personal fulfillment, and an appreciation for the dignity of work.
Career Guidance	Activities which facilitate career development in individuals.
Career Education Team	Designated group of educators who gather together to facilitate a career education effort.
Community Resources	People, places, and materials available within a local community that will aid in the implementation of career education activities.
Comprehensive Placement	A process involving in-school placement (counseling and class scheduling), postsecondary educational placement, job placement, and combinations of these.

Cooperative Education	An instructional plan which combines learning experiences gained through regularly scheduled supervised employment in the community and vocationally oriented in-school instruction.
Employment	Any work for pay or benefits.
Entry Level Job	A job that requires no previous training or experience to perform.
Faculty Orientations	An introductory presentation to a faculty which briefly explains career education and suggests ways it can be implemented.
Human Resource Survey	A survey of people, businesses, and agencies within the community who will be able and willing to support and service the school's career education activities.
Infusion	The process of integrating the career education concept into the school's curriculum.
In-Service	The process whereby educators gather to learn and to develop beneficial techniques and resources for use in their own classrooms.
Job	Performed work activitiy, paid or unpaid.
Job Bank	A file of available job openings.
Job Exploration	A process of investigating the characteristics of jobs or job clusters.
Job Visitation (also Shadowing, Worker Observation)	A planned visit by a student to a specific job site for the purpose of exploration and investigation of job requirements and activities.

Mobile Unit	Large van or bus type vehicle equipped to disseminate career education material. It also may be used as a teacher workshop area and as a job interview station.
Occupation	The type of work a person does.
Semi-Skilled Labor	Operative work, such as assembling goods and operating machinery, that requires some training and experience.
Skilled Labor	Work requiring skills acquired by formal apprenticeship, training, and/or vocational or trade school.
Unskilled Labor	Work requiring little or no education or training.
Vocation	A trade or occupation.
Vocational Exploration	See Job Exploration.
Work	Any kind of planned and responsible activity in which an individual engages with expectation of getting a gainful return for his efforts.
Work Exploratory Experience	A combination of classroom study with realistic experience in actual work situations.
Workshop	See In-Service.

APPENDIX A

BUDGET

CAREERS RESOURCE PROJECT

BUDGET FORMAT

A. PERSONNEL

One Director

Five Consultants
One @
One @
One @
One @
One @

One Materials Consultant
One @

One Audio-Visual Consultant
One @

One Secretary
One @

One Para-Professional
One @

B. EMPLOYEE BENEFITS

Medical
Retirement
Social Security

C. STAFF TRAVEL

Director and Consultants

D. SUPPLIES AND MATERIALS

*Photography and recording equipment
Cassettes, tapes, films

Instructional materials and supplies
Professional career education literature, filmstrips, career education games and books

E. COMMUNICATION

*Telephone
Postage
Newsletter
*Office supplies

F. SERVICES

Third party evaluation
To be contracted at approximately 8 percent of total operating budget

*In-Service workshops per diem
Stipends and/or substitute cost to those educators identified in the project area

G. OTHER DIRECT COSTS

*Maintenance and fuel for two (2) mobile units

*Insurance on two (2) mobile units, equipment, and workmen's compensation

Rent of office space
Provides a total of nine (9) offices, four (4) storage areas, and two (2) meeting halls

*Maintenance agreements on three (3) typewriters and one (1) offset printer

*Rent on Xerox copier
Approximately $200 per month rent plus cost of paper

Bookkeeper

* Items sometimes overlooked or underbudgeted.

A P P E N D I X B

BROCHURE

CAREERS RESOURCE PROJECT
3501 First Avenue
Evansville, Indiana 47710

75

78

Place
Stamp
Here

SOUTHERN INDIANA'S
CAREERS RESOURCE PROJECT

Indiana Vocational Technical College
3501 First Avenue
Evansville, Indiana 47710
Telephone: 812/464-2587

OFFERING

Inservice career education training

Fully equipped mobile units

Consultant services in areas of curriculum development and materials

A Comprehensive Placement Model

Assistance in the development of a local community resource guide

CONSULTANTS

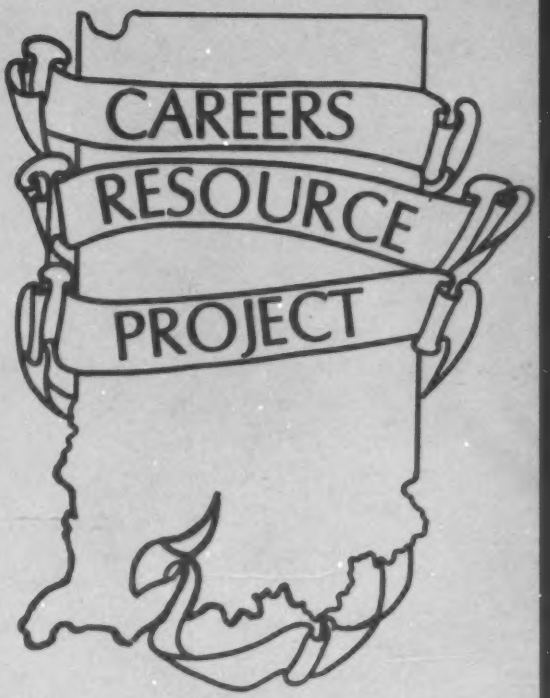
Mr. David Carver, Coordinator
Mrs. Gilda Hafele
Dr. Alex Kacen
Ms. Gina Lubek
Mr. Edward Nelson
Ms. Judy Nelson

FUNDED BY:

Vocational Education Division
State Department of Public
Instruction
Indianapolis, Indiana 46204

LOCAL EDUCATION AGENCY:

Indiana Vocational Technical College
3501 First Avenue
Evansville, Indiana 47710



HELPING
SOUTHERN INDIANA SCHOOLS
DEVELOP
CAREER EDUCATION

"A person is constantly called upon to create his own future."
Gregory Baum

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CAREER EDUCATION FOR SOUTHERN INDIANA

Our goal is to help each school in the southern half of Indiana utilize the creative talents of its staff to build an effective CAREER EDUCATION program — one that is not artificial, not add-on, not push-in.

We believe that:

1. The purpose of school is to enhance the natural development of youth.
2. Self-concept, career awareness, decision-making skills, and clear values are central to career and lifestyle satisfaction.
3. Career development, as part of learning, is a life-long process.
4. The career education approach in the classroom provides additional effective motivation for learning.

Therefore:

1. Career education should encompass all aspects of personal and occupational development.
2. Educators should discover and implement creative methods for integrating career education into all school experiences at all grade levels.

We are ready and willing to help your staff develop a system that will implement Career Education in a way that is right for you, your students, and your community. We suggest three stages of development, described below, which can and will be tailored to meet your individual needs.

STAGE I:	STAGE II:	STAGE III:
A short program introduces the concept of career education and provides examples of effective classroom application.	This stage provides participants with a solid background of concepts and ideas with which to infuse their on-going instructional program. Supportive materials and consultive assistance are available during this stage.	This stage includes the sharing and dissemination of career education materials and classroom ideas among participating schools in order to expand the scope of career education activities in each school.

(Return Mail Card)

— Please contact us to discuss the possibilities for an orientation or inservice workshop.

— Please contact us about scheduling the mobile unit for _____ (dates)

WE WOULD LIKE TO RECEIVE:

— "Career Expressions" Newsletter

— Information on the placement model

— Information on the loan of materials

— Career Cartoon Booklet

From: _____ Name

_____ Title

_____ School/Street

_____ City, State, Zip

_____ Telephone

APPENDIX C

IN-SERVICE WORKSHOPS

AN OUTLINE OF POTENTIAL TEACHER IN-SERVICE WORKSHOPS

Workshop #1: Career Education and the School Curriculum

A. Infusion of career education concepts into the curriculum

B. Key concepts of career education

C. Individualizing curriculum and instruction

D. Prep items

1. Use of materials

2. Development of advisory committee (what they can do, etc.)

Workshop #2: Implementation of Career Education in the Classroom

A. Exploring materials (films, filmstrips, kits, teachers' guides, etc.)

B. Specific development of advisory committee (types of people, names, contact procedures, other plans)

Workshop #3: Further Elements of Career Education (can be combined with workshop #1 and #2 if deemed necessary)

A. Developing self-awareness concepts and values clarification

B. Humanizing education and affective education

C. Developing decision-making skills

D. Preparing to utilize advisory committee and planning their orientation

Workshop #4: Orientation of Advisory Committee

A. Orientation to career education and local goals

B. Development of local career education resource guide

1. How to handle mechanics of development

2. Discussion of format for guide and ideas on content items

3. Information to parents and the general public

4. Procedures for contacting people and collecting information

Workshop #5: Sharing Ideas with Teachers from other Schools or School Districts

A. Actual sharing procedures and activities

B. Discussing future goals and further implementation on local level

NOTE: Both sequence and content of workshops can be shuffled or combined to some extent, although there is a logical sequence to this suggested arrangement.

Workshop Check List

A. Before the Workshop

1. Determine the needs of the group.
2. Set up the most convenient time and place.
3. Plan the workshop carefully.
4. Set up the workshop agenda.
5. Inform all the participants of the time and place for the workshop. (Include the agenda.)
6. Gather all the necessary materials for the workshop.
7. Arrange for refreshments (optional). (The use of refreshments has hidden values. People tend to work better in a relaxed atmosphere, and food seems to generate this atmosphere.)
8. Double check to be sure you have enough of everything you will need to efficiently run the workshop.

B. General Outline for Workshop Agendas

*1. Administrative details
   a. Registration
   b. Released time reimbursement forms

*2. Ice-breaker game (if participants are unfamiliar with one another or to introduce a new career game)

3. Main purpose of workshop (this is like the main body of any paper--the reason why these people are here)

4. Evaluation time

* 1 and 2 are interchangable.

C. Post Workshop

Read the evaluations carefully to:

1. Determine if the workshop objectives were met.

2. Determine if the materials or techniques used by the consultants were satisfactory.

3. Determine which workshop in the series will best serve to meet the group's needs.

4. Find out how the consultant can best help each individual participant.

WORKSHOP I

INFUSION OF CAREER OBJECTIVES INTO THE CURRICULUM

I. Purpose

   A. Develop infusion methods

   B. Determine team goals

II. Get Acquainted Game (15 min.)

III. Administrative Details (30 min.)

   A. In-service register

   B. Release time forms--how to fill out

   C. Career team form--free time and sub pay rates

   D. Materials Request forms--how to borrow material

IV. How to Infuse Career Education into the Curriculum (90 min.) (Infusion Instruction)

V. Selection of Team Chairman (10 min.)

VI. Major Goals of Teams (discussion)

VII. Evaluation (10 min.)

WORKSHOP II

CAREER EDUCATION MATERIALS

I. Purposes

   A. Material orientation

   B. Mobile units(s) orientation

II. Administrative Details

III. Materials Center or Mobile Unit

   A. Overview of materials

   B. Independent investigation of materials

   C. Check-out procedures

IV. Evaluation

WORKSHOP III

Career Education Resource Catalog Development

I. Purpose: Resource Catalog (progress and development)

II. Administrative Details

III. Resource Catalog Development

- A. Progress
- B. Needs
- C. Methods of organization

IV. General Discussion

- A. Implementation of Career Education activities into own classrooms
- B. Problems and solutions
- C. Future plans

V. Evaluation

WORKSHOP IV

Development of Career Education Advisory Committee

I. Purpose: Selection of an Advisory Committee

II. Advisory Committee

- A. Definition
  - 1. Composition
  - 2. Responsibilities
- B. Establish Time and Place for First Meeting
  - 1. Time
  - 2. Place
  - 3. Agenda

III. General Discussion

- A. Implementation of career education activities in classroom
- B. Problems and solutions
- C. Plans to be implemented between now and next meeting

APPENDIX D

EVALUATION FORMS

CAREERS RESOURCE PROJECT

IN-SERVICE FEEDBACK FORM

As a means of the effectiveness of today's workshop, please respond to the items below. Thank you.

School Corporation _____

School _____ Date _____

Your Position _____ Grade Level ____

	YES	NO	UNCERTAIN
1. I understood in advance what the workshop was to be about.	___	___	___
2. I have gained a deeper insight into the meaning and validity of career education as it will apply to my particular position.	___	___	___
3. I have definite plan of implementing career education concepts into my classroom this month.	___	___	___

4. My plans include: _____
_____
_____

5. What I liked least about the workshop was _____
_____
_____

6. What I liked best about the workshop was _____
_____
_____

7. In what ways can the Careers Resource Project help you?
_____
_____

8. Other comments: _____
_____
_____

9. Today's workshop has left me feeling: (please circle)

SATISFIED DISAPPOINTED CONFUSED ENTHUSIASTIC

T.D.F.

Teacher's Name_____Grade Level_____

School_____Dates Included_____

WHAT'S PLANNED

1. The Performance Objective(s) to be covered is:_____

_____

_____

_____

2. We will use the following activities:_____

_____

_____

_____

3. We will utilize the following materials:_____

_____

_____

_____

4. Other remarks or anticipated problems:_____

_____

_____

_____

_____

_____

WHAT HAPPENED

1. Modifications of Performance Objectives: _____

   _____

   _____

2. Modifications of Activities: _____

   _____

   _____

3. Modifications of Materials: _____

   _____

   _____

POSSIBLE IMPROVEMENTS

When you use this performance objective again, will you modify the:

PRESENTATION? YES NO

(if yes, how?)

ACTIVITIES? YES NO

(if yes, how?)

MATERIALS? YES NO

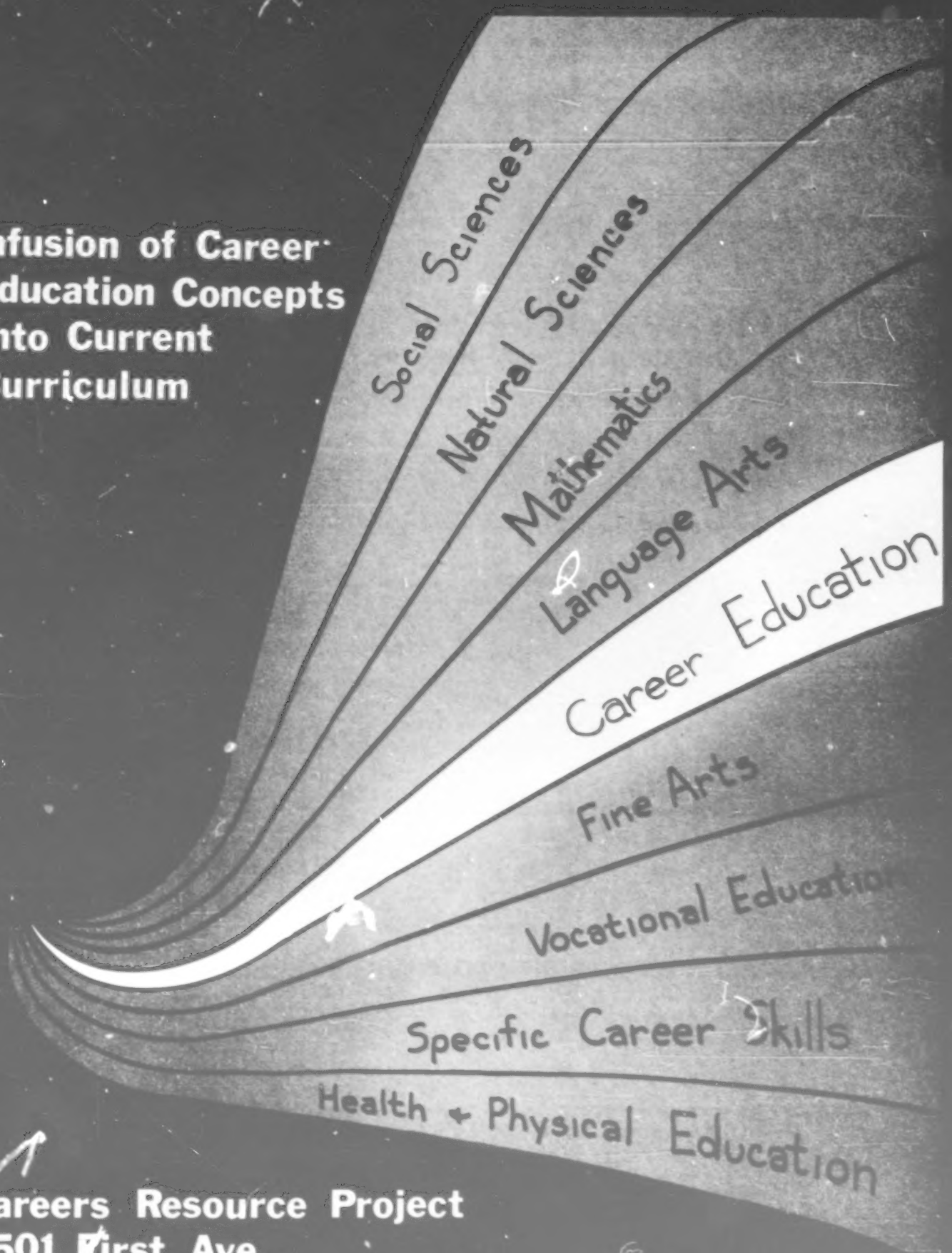
(if yes, how?) _____

COMMENTS:

A P P E N D I X E

INFUSION AND PICK-A-CARD

Infusion of Career Education Concepts into Current Curriculum



Careers Resource Project
3501 First Ave.
Evansville, Indiana

ACKNOWLEDGEMENT

We wish to express our gratitude to Robert B. Jervis, Career Education Coordinator, Anne Arundel County Public Schools, Maryland, for sharing his thoughts and experiences with the Careers Resource Project staff.

His major contribution to the Career Education movement has been in the development of procedures "that work" for teachers and his thinking is reflected in this model plan.

CAREERS RESOURCE PROJECT
Huntingburg, Indiana

October, 1974

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A MODEL PLAN FOR THE IMPLEMENTATION OF CAREER EDUCATION

STATEMENT

Although there is no one master plan for the implementation of Career Education programs in the regular classrooms, most programs are using the "infusion" approach--that is, career activities are being introduced in all existing courses of study within the school. Because this project has stated that career education is not artificial, not add on, and not push-in; we feel that our "unified" plan of implementation for the schools in Southwestern Indiana should be based on the "infusion" process.

In order to stimulate the creative teacher's mind we feel that we need to have a flexible approach; while at the same time, our approach, to be effective, must also be consistent. The "infusion" process offers the teacher a solid foundation for implementation, but does not restrict his creative abilities.

HOW TO INFUSE

To infuse means to make a part of and that is what we have in mind for the Southwestern Indiana schools. That is to make Career Education an integral part of the present curriculum being taught in our schools. In order to achieve this goal, we will need to help the teacher become aware that an individual has to understand and cope with five general areas in our society: (1) himself, (2) the society, (3) technology, (4) economic factors, and (5) occupations. We have at our disposal a series of behavioral objectives for these five areas that can help teachers infuse Career Education into their curriculum. These objectives are also broken down into four levels of development to facilitate infusion: (1) K-2, (2) 3-5, (3) 6-8, and (4) 9-12.

By using the appropriate objectives for your grade level and by following these nine steps, you can develop a workable plan for infusing Career Education concepts and activities into the teaching of any subject matter area of the school's curriculum.

1. Decide the curriculum area in which you will be working.
2. Select a unit that you will be teaching in the area.
3. If necessary, further divide the unit into sub units of 5-10 days duration.

4. Determine the purpose of each unit by writing an objective of it.
5. Determine which of the 15 clusters you will focus on. (One or more)
6. Select a career objective(s) from any of the five areas that can be incorporated into the unit.
7. Keeping the Career Education objective(s) clearly in mind, list lesson topics that you will need to teach in order to get the unit objective over to the students.
8. Write a learning objective for each lesson. This objective should tell what you expect the students to be able to do when they have finished the lesson.
9. For each lesson, list the learning activities that you would have the students do.

The infusion method calls for many ways of presentation. With good teacher in-service training coupled with adequate teacher creativity, the infusion method is excellent. Some activities are listed below:

1. On-job-training
2. Reading about the world of work; briefs, etc.
3. Field trips to industries, businesses, hospitals, etc.
4. Research; writing for occupational information
5. Class discussion
6. Bulletin boards; displaying occupational information
7. Audio-visual devices; films, T.V. taping, filmstrips, audio tapes
8. Prepared handout materials; pamphlets, etc.
9. Resource personnel; guest speakers
10. Parent interviews
11. Puppet shows
12. Surveys
13. Trade fairs
14. Cartoons
15. Career days
16. Simulation games
17. Community projects
18. Construct job charts
19. Job observation
20. Role playing

As stated earlier, it is our intent to apply this model for the infusion approach of implementing Career Education in the Southwestern Indiana Schools, because it enables the teachers to use their creativity while maintaining a consistent approach from the Careers Resource Project.

CAREER EDUCATION CONCEPTS

CAREER EDUCATION CONCEPTS

I. People work to satisfy many needs.

II. Many work roles may satisfy a person's needs and interests.

III. Everyone makes career decisions.

IV. Career development is a lifelong process.

V. A person's work role is influenced by his environment.

VI. People are unique and should not be stereotyped according to their occupations.

VII. Worker roles are interdependent.

VIII. The status of an occupation does not indicate its worth to society.

IX. Technology brings about change in our society.

X. Work roles for some may be leisure time activities for others.

BEHAVIORAL OBJECTIVES

OCCUPATIONAL

Behavioral Objectives
(K-2)

1. The student will participate in activities reflecting his identifications with worker's roles.

2. The student will identify the different kinds of work people do in the home, school and community.

3. The student will compare and contrast the work and play in the school, home and community.

4. The student will recall the many various jobs that he has performed over a period of time.

5. The student will name and discuss hobbies and interests.

6. The student will identify, within his immediate world, several jobs that are related and can be grouped into job families.

7. The student will identify and describe specific tasks within job families familiar to him.

8. The student will use primary communication, mathematical and problem-solving skills in work activities.

9. The student will demonstrate his mastery of simple manual and mental skills in the performance of work tasks requiring the use of materials and tools.

10. The student will identify the skills, tools, and materials needed to perform a job.

11. The student will demonstrate the simple manual and intellectual skills learned in the performance of work task can be applied to other work tasks.

SELF

Behavioral Objectives
(K-2)

1. The student will identify ways in which he is a distinct individual.

2. The student will identify and discuss the reasons why some work activities are personally satisfying to him.

3. The student will participate in various activities which help in expanding interests.

4. The student will give examples of things he likes to do and things he does well.

5. The student will identify attitudes and behaviors which help him and others to perform a task.

6. The student will demonstrate that he perceives things differently from other people.

7. The student will demonstrate that he perceives things differently from time to time.

8. The student will indicate things that he feels are important to him and others in his immediate world and discuss why he thinks these things are important.

9. The student will identify ways he and others make contributions in work and play activities.

10. The student will discuss what he learns about himself as a result of engaging in new tasks.

11. The student will identify and discuss the attitudes and behaviors which enable him to work and play cooperatively.

12. The student will demonstrate that his perception of people may differ from the perception of others.

SOCIETY

Behavioral Objectives
(K-2)

1. The student will identify people who are working together toward a common goal and explain how the work of each person contributes to the achievement of that goal.

2. The student will identify and discuss how customs, traditions and attitudes of society relate to work.

3. The student will identify those needs of society which various individuals fulfill.

4. The student will identify benefits and rewards he receives for his work and from the work of others.

5. The student will discuss rules which protect people who produce and use goods and services.

ECONOMICS

Behavioral Objectives
(K-2)

1. The student will discuss why and how man must work to produce goods and services.

2. The student will discuss how people balance their needs and wants with available resources.

3. The student will identify his basic economic needs and wants and discuss the ways these are provided.

4. The student will discuss how changing demands for goods and services affect job opportunities.

5. The student will identify and discuss different kinds of work which are related to various geographical areas.

TECHNOLOGY

Behavioral Objectives
(K-2)

1. The student will express his creative ability by using tools to construct projects from resources.

2. The student will demonstrate that the use of a variety of tools and materials will enable him to complete a task.

3. The student will identify and discuss the different ways people use tools and materials in the accomplishment of tasks and the production of products.

4. The student will identify and discuss things that change naturally or by man's intervention.

5. The student will examine the implication for man's work and leisure time when confronted with specific examples of withdrawing technology from his life.

6. The student will compare and contrast family and community living of the past and present in terms of the development of tools, materials and processes.

7. The student will observe and discuss how technology which helps man can also cause problems if not properly used.

OCCUPATIONAL

Behavioral Objectives
(3-5)

1. The student will role play specific occupations based on his interests and hero images.

2. The student will cite examples of kinds of work people do outside his immediate experience that directly affect his life.

3. The student will demonstrate activities connected with a task, e.g., deciding, performing, supporting and concluding.

4. The student will trace the vocational history of a real or imaginary individual with emphasis on the variety of jobs held.

5. The student will demonstrate his special interests through school or non-school activities.

6. The student will demonstrate that hobbies and interests combine elements of both work and play.

7. The student will provide examples of hobbies that may develop from interests.

8. The student will classify workers into occupational areas and characterize them as producing goods or services.

9. The student will discuss different kinds of preparation and performance necessary for various levels within an occupational area.

10. The student will illustrate interdependency between various jobs within occupational areas.

11. The student will analyze various work activites in terms of the processes, skills, and concepts derived from basic education necessary to their accomplishment.

12. The student will combine attitudinal, mental and manual skills in the accomplishment of a variety of jobs.

13. The student will analyze the relationship between the skills, tools and materials used in doing different jobs.

14. The student will support by example ways in which general attitudinal, intellectual, and manual skills used in various occupational areas are transferable in the accomplishment of a variety of jobs.

SELF

Behavioral Objectives
(3-5)

1. The student will assess his strengths and limitations in terms of the degree to which he can exercise control over them.

2. The student will identify and discuss how an individual may obtain personal satisfaction from his occupation.

3. The student will relate his interests and abilities to specific occupational roles.

4. The student will assess the relationship between his developing interests and his abilities.

5. The student will analyze his attitudes and behaviors as they affect his performance in specific tasks.

6. The student will demonstrate behaviors which indicate positive attitudes toward task performance.

7. The student will compare and contrast his interpretation of work environments of specific jobs with the way others interpret these environments.

8. The student will identify the persons and things that constitute his environment and affect the way he views work.

9. The student will determine how his values affect his attitude and performance in work situations.

10. The student will clarify his values by participating in activities which bring values into conflict.

11. The student will identify his emerging values and compare these beliefs with the beliefs held by most people.

12. The student will analyze how he and others have helped in the completion of various tasks.

13. The student will draw conclusions about self after performing tasks which are increasingly challenging and compatible with his development.

14. The student will discuss the processes required to complete a task and compare and contrast the ones he prefers to do.

15. The student will identify and discuss those attitudes and behaviors toward others which help him maintain a good working relationship.

SOCIETY

Behavioral Objectives
(3-5)

1. The student will discuss the interaction and interdependency of workers of societal groups and determine how their work contributes to the achievement of the goals of the groups.

2. The student will compare and contrast changing customs, traditions and attitudes as they affect jobs in various societies.

3. The student will compare and contrast the changing needs of society that affect job opportunities.

4. The student will identify and discuss the ways societal groups reward their members for their work.

5. The student will investigate the conditions which lead to protective legislation for producers and consumers and trace the resulting laws.

ECONOMICS

Behavioral Objectives
(3-5)

1. The student will examine how the work of many men has made possible a continuing increase in goods and services produced in our country.

2. The student will compare and contrast the economic incentives of our system with those various cultures.

3. The student will compare job opportunities today with those of the past in terms of the economic growth of our country.

4. The student will examine plans and choices he and others must make to use available resources effectively both as consumers and as producers.

5. The student will investigate how different people have provided for their basic economic needs and wants.

6. The student will investigate economic conditions which affect the number and variety of jobs available.

7. The student will identify geographical factors, i.e., climate, topography, resource, location, etc., and discuss how they affect work.

TECHNOLOGY

Behavioral Objectives
(3-5)

1. The student will make his creative ideas materialize through the use of technology and resources.

2. The student will construct projects and discuss the technology needed to complete the task.

3. The student will compare and contrast technology used by various cultures to satisfy needs and desires.

4. The student will relate and apply technology to his general studies.

5. Students will compare and contrast inventions and discoveries which have changed man's work.

6. Students will identify and discuss jobs that have appeared as a result of technological developments.

7. The student will construct imaginary accomplishments in technology that he would like to see occur and assess their implications for man's work and leisure time.

8. The student will trace and analyze the development of technology in one or more broad areas.

9. The student will analyze ways man can enhance his total environment if technology is used to his advantage.

OCCUPATIONAL

Behavioral Objectives
(6-8)

1. The student will make tentative occupational choices in terms of his interests, capacities and values.

2. The student will identify kinds of work people do which have only marginal effects on his life.

3. The student will demonstrate kinds of work that involve working with people, working with ideas, and working with things.

4. The student will differentiate between careers and jobs.

5. The student will explore a wide range of careers as they reflect his interest and abilities.

6. The student will cite the advantages and disadvantages of a variety of careers in terms of his interests and abilities.

7. The student will analyze the skills and processes related to various hobbies and interests which may influence career choice.

8. The student will evaluate the economic rewards obtainable through the pursuit of hobbies or interests.

9. The student will classify jobs into clusters on the basis of the skills and interests of the workers.

10. The student will construct the hierarchy for several occupational areas of his choice.

11. The student will compare and contrast the basic-education requirements of several career areas.

12. The student will evaluate his level of proficiency in basic learnings.

13. The student will select courses which will increase his proficiency in basic learnings.

14. The student will identify and select the school subjects which contain the specific knowledge required for his tentative vocational choice.

15. The student will, after exploring several occupational areas, demonstrate a number of the basic skills needed in the performance of certain jobs.

16. The student will determine the skills needed for a variety of occupations.

17. The student will participate in a variety of work experiences (simulating, working, observing) in broad occupational areas and analyze these experiences in terms of a future career choice.

SELF

Behavioral Objectives
(6-8)

1. The student will identify and evaluate his self characteristics which will help him in terms of the occupation he thinks he may wish to pursue.

2. The student will analyze how a positive self concept is reinforced through satisfaction with his work and/or from the value others place upon his work.

3. The student will analyze his abilities and interests in terms of occupational areas he may wish to enter.

4. The student will demonstrate an understanding of his interests and abilities through his course selection and work performance.

5. The student will identify and practice attitudes and behaviors which generally apply to any work situation.

6. The student will analyze the working environment of various occupations and evaluate his attitudes toward these work environments.

7. The student will analyze the changes which have taken place in his value system as he moves toward maturity.

8. The student will give examples of significant values inherent in various occupational areas.

9. The student will analyze his values in terms of how they relate to personal work behavior, work situations and occupations.

10. The student will explore the possible ways in which his contribution to the world of work may be most effective.

11. The student will identify how others contribute to the world of work.

12. The student will assess his self characteristics in terms of various occupations.

13. The student will analyze how his perceptions of other people affect his ability to work cooperatively and identify any changes he wishes to make.

14. The student will give examples of interpersonal relations of workers that affect cooperative performance on a job and assess his ability to work in a similar situation.

SOCIETY

Behavioral Objectives
(6-8)

1. The student will differentiate between broad occupational areas in terms of the contribution and importance of these areas to our society.

2. The student will analyze how the customs, traditions and attitudes of society affect jobs in broad occupational areas.

3. The student will analyze how societal needs create a demand for workers in various occupational areas.

4. The student will analyze the relationship between the benefits provided by society and the work performed by the members of the society.

5. The student will investigate the protective laws of several broad occupational areas and determine whether present laws are meeting the needs of producers and consumers.

ECONOMICS

Behavioral Objectives
(6-8)

1. The student will discuss and generalize that work in various occupational areas contributes to the nation's wealth which can be measured in terms of goods and services produced annually.

2. The student will explore the economic incentives offered by various occupational areas.

3. The student will identify and analyze the characteristics of the American economy that affect job opportunity.

4. The student will analyze economic decisions and choices made as a participant in either economic simulations or actual situations.

5. The student will explore how economic needs and wants differ and are provided for by the rewards of various occupational areas.

6. The student will identify economic trends, both past and present, and investigate their effect of job opportunities in broad occupational areas.

7. The student will investigate the geographical factors that affect various occupational areas.

TECHNOLOGY

Behavioral Objectives
(6-8)

1. The student will research and demonstrate how man uses resources and technology creatively in his work.

2. The student will analyze how technology is used creatively to develop various products from natural resources.

3. The student will explore the technology of various occupations and evaluate the benefits which have accrued to man.

4. The student will use the technologies of several broad occupational areas in a simulated or an actual work situation, relating them to the satisfaction of man's needs and desires.

5. The student will analyze various jobs in broad occupational areas to see how technology has changed them.

6. The student will evaluate the impact on work and leisure time by withdrawing and by augmenting technology in occupational areas of his choice.

7. The student will examine and evaluate technology in terms of the factors which give impetus to change and development.

8. The student will assess the degree to which the technology of various occupational areas is being used to the advantage of mankind.

9. The student will analyze the problems associated with the use of technology and research the proposed solutions to these problems.

OCCUPATIONAL

Behavioral Objectives
(9-12)

1. The student will select educational and training programs in terms of his needs, interest, abilities and values that will assist him in converting vocational preference into reality.

2. The student will make projections of work people may some day be doing.

3. The student will formulate a personal definition of work.

4. The student will analyze his vocational choice and the possible careers which he might pursue in terms of his interest, abilities and chances for success.

5. The student will analyze the degree to which hobbies and interests affect his present career choice.

6. The student will cluster a group of jobs reflecting his career choice and identify his career choice and identify his clustering criteria.

7. The student will analyze the career hierarchy which reflects his vocational choice.

8. The student will apply basic learnings in a work situation and analyze their effects upon his job performance.

9. The student will meet the requirements for successful completion of his basic course work for job entry or further education.

10. The student will evaluate his proficiency in the specific skills related to his career interests.

11. The student will demonstrate basic vocational skills which will qualify him for an entry level job or for further education in an occupational area of his choice.

12. The student will participate in a realistic work situation as part of the school program or as a worker in the community.

13. The student will evaluate his career choice in terms of his work experience.

14. The student will project his needs for vocational retraining in relation to job advancement, job change and job loss.

15. The student will interpret occupational trends and evaluate his transferable skills and knowledge that will facilitate retraining.

SELF

Behavioral Objectives
(9-12)

1. The student will analyze the ways his self concept affects his entrance and performance in a work situation.

2. The student will evaluate his tentative career choice in terms of ways it will contribute to the maintenance of a positive self concept.

3. The student will project a career plan which will reflect his abilities and interests.

4. The student will evaluate his attitudes and behaviors and their effect on his functioning in his work situation.

5. The student will demonstrate the attitudes and behaviors which enable him to obtain and hold a job.

6. The student will analyze the impact of his environment of his feelings toward work and weigh these attitudes against his career plans.

7. The student will develop a profile of the working environment of his career choice.

8. The student will evaluate the role that his values play in making his career choice.

9. The student will analyze his contribution to a specific work situation.

10. The student will evaluate his individual contribution as it affects future career choice.

11. The student will conduct an evaluation of self-characteristics using as a basis his cumulative work experiences and analyze this evaluation in terms of future implication.

12. The student will observe the interaction of co-workers in situations which call for cooperation and determine any changes he might need to make in order to work effectively.

13. The student will analyze how his perception of other people affect his ability to work cooperatively.

SOCIETY

Behavioral Objectives
(9-12)

1. The student will analyze the effects on a society when the workers of an occupational area withhold their services and debate the justification for such action.

2. The student will explore the effect of changing customs, traditions and attitudes in relation to his chosen career area.

3. The student will assess how future societal needs may affect vocational opportunity in the career area of his choice.

4. The student will make a critical analysis of the reward structure of an occupational area as it relates to the reward system of the larger society.

5. The student will evaluate the laws society has enacted for his protection as producer and consumer of goods and services.

ECONOMICS

Behavioral Objectives
(9-12)

1. The student will evaluate a career area in terms of its contribution to the nation's productivity.

2. The student will identify and evaluate the economic incentive available in a career area in terms of his goals.

3. The student will assess the extent to which economic characteristics may affect work opportunities in the career area of his choice.

4. The student will evaluate his application of economic concepts in making choices and decisions as a consumer and/or producer.

5. The student will evaluate how the career area of his choice will provide for his economic needs and wants and affect his standard of living.

6. The student will assess how economic fluctuations may affect the job opportunities in the career area of his choice.

7. The student will evaluate his career choice as it is affected by geographical factors.

TECHNOLOGY

Behavioral Objectives
(9-12)

1. The student will use resources, technology and his creative ability to investigate and develop a project related to the career area of his interest.

2. The student will explain how the forces of resources, technology, and creative ability interplay in the career area of his interest.

3. The student will employ the technology of his career interest areas and assess its contribution to the satisfaction of man's needs and desires.

4. The student will evaluate the extent of which technological change may affect the employment opportunities and the task requirements of his occupational choice.

5. The student will make inferences about how technology may affect his work and leisure time in his career choice.

6. The student will develop his own action-oriented program to correct situations arising from the misuse of technology.

7. The student will analyze the development of technology in the Twentieth Century in terms of its escalation.

8. The student will investigate how the technology of his career area can be more efficiently used to contribute to man's well being.

WORK SHEET GUIDE

STEPS TO INFUSE CAREER EDUCATION INTO CURRICULUM

1. Decide the curriculum area in which you will be working.
2. Select a unit that you will be teaching in the area.
3. If necessary, further divide the unit into sub units of 5-10 days duration.
4. Determine the purpose of each unit by writing an objective of it.
5. Determine which of the 15 clusters you will focus on. (One or more.)
6. Select a career objective(s) from any of the five areas that can be incorporated into the unit.
7. Keeping the Career Education objective(s) clearly in mind, list lesson topics that you will need to teach in order to get the unit objective over to the students.
8. Write a learning objective for each lesson. This objective should tell what you expect the students to be able to do when they have finished the lesson.
9. For each lesson, list the learning activities that you would have the students do.

WORK SHEET

Curriculum Area_____

Teaching Unit_____

Statement of Unit Objective_____

_____

Career Education Cluster_____

Career Education Objective_____

_____

Lesson Topics_____

_____

_____

_____

Learning Objectives of Topics

Lesson 1_____

Lesson 2_____

Lesson 3_____

Lesson 4_____

ACTIVITY SHEET

Lesson Topic Number_____

Learning Objective of Topic_____

_____

Activities:

PICK-A-CARD

Pick-a-Card

Enclosed in this section are the materials used in this easy means of infusion.

DIRECTIONS FOR PICK-A-CARD

A. Divide the workshop participants into pairs.

B. Let each group select a card from one of each of the following: (pasted on cards)

   1. one of the 10 concepts

   2. student activities (3 per card)

   3. subject area (not included)

C. Using the concept card, activity card, and subject area, each group is to develop a lesson plan for teaching the career concept in their classrooms. This information can be recorded on the Reaction Sheet for later use.

CAREER CONCEPTS

I. People work to satisfy many needs. People work:

A. to earn money to buy basic necessities, accumulate wealth, or accumulate material possessions.

B. to find security. In addition to providing for the basic necessities, a person's work role may satisfy dependency needs.

C. to fulfill social needs. A job provides a person with a chance to be with others, to help others, or to be helped.

D. to attain identity, independence, a sense of importance, or a proof of individual ability. A person's work may provide some of the most significant answers to the question "Who am I?" The opportunity for interaction on the job may go far in fulfilling the esteem needs of an individual.

E. to attain information and understanding. A work organization or work role may be a doorway to learning.

F. to create, express one's knowlege, and solve problems. A job may provide an important outlet for these needs as individuals use their intuition and creativity to solve work problems.

G. to experience variety and opportunities for change. The individual who is psychologically healthy and approaching self-actualization is not threatened by change and may seek it as he stretches his powers to be all he can be.

H. to pursue interests.

II. Many work roles may satisfy a person's needs and interests. Knowledge about self, knowledge about a variety of work roles, and ability to compare them in terms of rewards and effects on personal life are essential for an individual to make the most meaningful career decisions.

III. Everyone makes career decision.

Several points are implied in this concept:

A. Everyone does make career decisions. Even the decision not to work is a career decision.

B. Decisions acted upon have consequences. Some consequences are long range, and some are short range; some are good and some are bad; some affect only the decision-maker, and some affect others. One certain consequence is that the act of choosing eliminates some other choices.

C. There is a process of decision-making that may be learned.

D. Satisfaction with one's choices may be more probable when an individual makes choices on the basis of his value system.

IV. Career development is a lifelong process.

A. People change. Every normal individual goes through a series of developmental stages from infancy through adulthood. Most individuals follow a similar pattern in that they grow up, get married, work, and retire. Almost everything that happens to a person has some bearing on his career choices because these choices are influenced by interests, tastes, personality, abilities, and opportunities.

B. Jobs change. Work that was essential yesterday may not be essential today and may be eliminated. New work roles emerge and old ones change as technology increases man's efficiency and effectiveness.

C. There is a reciprocal action as people and jobs change. As individuals change, work roles must change to continue to meet their needs. Conversely, work role changes effect changes in the life-styles of individuals.

D. A significant part of one's career development is the knowledge and skills necessary to attain and maintain employment. The rapidity of the change process has made it virtually impossible for one to avoid retraining or upgrading of skills several times within his working life.

V. A person's work role is influenced by his environment.

A person's work role does not exist in isolation from his home life, his religion, his social life, or his philosophy. There is a self-consistency within each person, and his work role is an integral part of his consistency.

Following are some of the facets that give and receive influence:

A. Acquaintances. Acquaintances at work may influence one's attitudes and ideas both on and off the job. The morals, ethics, and life-styles of these acquaintances may also have significant effects.

B. Leisure activities. Both the amount and type of leisure activities may be affected by one's work role; for example, failure to find companionship on the job may result in a search for it in leisure hours, while jobs involving much social interaction may influence a person to seek leisure activities that may be performed alone.

C. Health. One's emotional and physical health may affect one's work role. Some positions are hazardous; some require great stamina; and some may produce extreme pressure.

D. Income. The income provided by a job influences one's educational choices, leisure activities, standard of living, and ability to change jobs. When a person feels underpaid, his self-concept may suffer and his efficiency or degree of success may drop.

E. Mobility and residence. Being willing to move may be a prime factor in obtaining a job or promotions in a given business. Home life and school life may be affected by the chosen or assigned locale.

F. Family. Family responsibilities may greatly change a work role or they may be changed by a work role. Choice of work location, desired salary, and family stability may all be involved in this reciprocal relationship. Even family size may affect one's work role.

G. Appearance. Personal appearance may be affected by one's work role. In some cases, appearance is vital to obtaining and keeping the job. In other cases, certain rules of conformity influence the way one must look. Some jobs have certain uniform or protective dress requirements. Income changes may also affect one's style of dress and appearance.

H. Ethics and values. An individual's ethics and values may influence his choice of jobs; for example, people who feel socially responsible may choose service professions, and people valuing high quality and beauty in a product may elect to work at making certain products while rejecting others as cheap substitutes. Similarly, the ethics and values of those with whom one works may influence one's thinking in other aspects of life as well.

I. Feelings of worth. Some jobs enhance the way a person sees himself, while others make him feel degraded.

VI. People are unique and should not be stereotyped according to their occupations.

A. People are unique. The appreciation of individual worth, differences, and similarities is essential to one's development.

B. Stereotyping is possible for jobs but not for people. Jobs may be similar and the workers in those jobs may have similar skills, tools and clothes; however, the workers' political convictions, values, talents, and choice of leisure activities may be quite different.

VII. Worker roles are interdependent.

Human beings rarely live in complete isolation. Jobs do not exist in isolation either. Cooperation, compromise, and flexibility are important for economic health in a highly industrialized society.

Interdependence of worker roles may take the following forms:

A. One worker depends on another worker to do a certain job before he can complete his own task; e.g., an assembly line operation.

B. Workers are dependent on business for provision of jobs and money.

C. Workers are dependent on business to provide basic necessities and luxuries.

D. Businesses depend upon other businesses to provide raw materials for product development.

E. Businesses depend on workers to produce goods and services.

F. Businesses depend upon consumers to purchase goods and services.

VIII. The status of an occupation should not indicate its worth to society.

Both status and worth are value words and as such cannot be defined by one person for another. In general, though, these terms may be considered as follows:

A. The worth of an occupation may be determined by:

1. the salary level. Some jobs of high worth receive low status because of low salary levels. Conversely, jobs of low worth may have high salary and high status. The greater the monetary reward, the greater the possibility that the occupation will be generally esteemed.

2. the amount of direct contact with waste. The less contact the worker has with waste, the higher the job status will be.

3. the use of mind versus the use of hands. Status increases with the complexity of the work.

4. the educational level required. The requirement of any formal education at all can add status to even the simplest job.

5. the amount of variety. Monotony and routine tend to lower the status of an occupation.

6. the amount of risk. Variety increases personal risk by requiring a greater number of skills and responses. Risk may also fall into the categories of physical danger, reputation, self-concept, or money. The greater the risk, the greater the status.

7. the degree of exposure to the public. In general, the more exposure one has to large audiences, the more status he is afforded. In some positions, however, the more private the service or organization, the greater the status attached to it.

8. the amount of supervision required. Lack of need for supervision implies trust and responsibility. Being one's own boss also has tremendous implications for self-concept and self-actualization.

IX. Technology brings about change in our society.

A. Technology is the extension of man's reach to satisfy his needs and desires. As new needs and desires emerge, new technology is created which, in turn, creates new desires that demand new technology. Everything from life-style to life span has been affected by technology. Societal implications are many, but one is paramount. If one is to influence the degree and kind of change that will take place in our society, he must understand technology and its implications.

B. Technology eliminates jobs that no longer satisfy a need or desire and those that are inefficient. It creates new jobs that enable people to perform old jobs more efficiently and to fulfill man's new needs.

C. Tools extend man's reach. A tool may be medical, chemical (such as nuclear equipment), or mechanical. A tool may also be a system or an idea.

X. Work roles for some may be leisure-time activities for others.

A. Work versus play. While definitions of work and play remain personal opinions, the understanding that some people enjoy their work enough to work during their leisure hours is important. In their work roles, some people use skills associated with leisure activities. Other people actually make a profession of activities some people choose as recreation. Professional athletes and artists are common examples of this. Conversely, amateur bird watchers, rock collectors, and electronics buffs are examples of people using work skills for leisure activities.

B. Choosing leisure activities. Some people fail to make a conscious decision about their leisure activities and lose an opportunity to use their leisure time more fully. Awareness of available facilities and knowledge of oneself are essential to creative and meaningful choice.

SOME SUGGESTED K-8 OCCUPATIONAL INFORMATION ACTIVITIES

1. Interviews
2. Skits
3. Theme writing
4. Bulletin board
5. Debate
6. General discussion
7. Small group discussion
8. Committee work
9. Individual study
10. Vocational Guidance Kits
11. Newspaper articles
12. Oral reports
13. Field trips
14. Movies
15. Filmstrips
16. Slides
17. Overhead and/or opaque projections
18. Collect want ads
19. Write want ads
20. Employment Security Commission Job lists
21. Exhibits
22. Collect materials
23. Observation
24. Role Playing
25. Resource persons
26. Brainstorming
27. Games
28. Demonstrations
29. Research Projects
30. Radio and TV programs
31. Illustrations
32. Prepare lists
33. Projects
34. Chalktalks
35. Panel discussions
36. Make files
37. Make tests
38. Standardized tests
39. Problem solving
40. Prepare charts and graphs
41. Window displays
42. Write letters
43. Assigned reading
44. Thought problems
45. Prepare speeches
46. Notebooks
47. Scrapbooks

Pick-a-Card

Reaction Sheet

1. Concept:

2. Selected Student Activity:

3. Subject Area:

4. Lesson Plan(s):

A P P E N D I X F

CAREER EDUCATION IDEAS

CAREER EDUCATION IDEAS

Art

1. Have students paint or draw a self-portrait and emphasize self-awareness and self-concept.

2. Emphasize leisure-time activities inherent in art projects.

3. Draw or paint pictures of workers or work scenes.

4. Plan a display of tools, hats, and uniforms of various workers.

5. Make a mural showing progress of a certain product from beginning to consumption.

6. Have students research personal characteristics of people in art oriented or related jobs. SRA booklet "Job In Art" could be used as resource.

7. Conduct an art show and have students assume roles of workers in a show (i.e., show director, gallary director, set-up people).

8. Have students find examples of commercial art work around them (on TV, magazines, newspaper ads, brochures).

9. Have students develop a commercial ad for newspaper ad (with cooperation of local newspaper it could actually be used).

10. Locate and point out to students artistic elements of the design of local buildings (relate art to architecture).

11. Have students develop an art display for an art sale.

12. Develop a calendar using art works or illustrations by the students (each student could design a pate).

13. Relate design of products such as jewelry to art.

CAREER EDUCATION IDEAS

English

1. Have students write an autobiography and suggest that they emphasize strengths and areas for personal growth.

2. Role play some value conflict situations.
   a. within the individual
   b. between workers
   c. between the worker and the organization

3. Have students compare the nature of sections of newspapers and of magazines they read. Try to reflect on the type of newspapers or magazines they read. Try to reflect on the type of workers to produce each section.

4. Use observations and interviews made during a field trip to develop personality requirements for various work roles. Ask the students to project themselves into worker roles. Filmstrip "Trouble at Work" by Guidance Associates could be used.

5. Have students survey others (parents, teachers, workers and others) to determine how they rank the various rewards of work.

6. Debate whether a job is an expression of your personality or whether the job tends to create a certain type of personality.

7. Have students develop skits on various work settings (i.e., an assembly line, a sales conference, a hospital ward, a construction site). Discuss the talents or skills that seemed necessary to carry out the various roles.

8. Have capable students review the Kuder or other Interest Inventory manuals and report to the class.

9. Have the students study the occupations seen on TV movies and other media. Have the students record what is desirable (e.g., adventure, power, status, income).

10. Have students interview older people, such as grandparents, as to their view of hard work. Compare with views held by younger people. Could be used with the filmstrip "The Tuned Out Generation" by Guidance Associates.

11. Compare the effects of competition and cooperation in the classroom. For example, assign one-half the class a small group report and the other half individual reports. Grade some on a group basis and some individually. Discuss the relative success of each method, the feelings generated, and the amount of competition and cooperation in our society.

12. Write an "Occupational Epitaph" for your tombstone.

13. Write a composition on "My Life in Ten Years."

CAREER EDUCATION IDEAS

Home Economics

1. Select one career shown on the home economics career development charts and calculate the costs of preparing for that job.

2. At the beginning of a foods unit discuss food service jobs students have observed in school cafeteria, in restaurants, in establishments such as hospitals or nursing homes.

3. Develop a skit on home economics career opportunities for men and women to be presented at FHA meeting.

4. Prepare a list of homemaking tasks and responsibilities. Discuss which of these could also be used for wage-earning.

5. Conduct a community survey to determine current rates of pay for such home economics related jobs as daily child care, housecleaning, garment construction and alterations, and cake decorating. Also find out the maximum amount people would be willing to pay for such services.

6. When taking a field trip identify as many jobs as possible which make some use of home economics knowledge and skills.

7. Analyze what personal and financial resources you have that could be used to achieve your selected occupational goal.

8. Set up an assembly line for accomplishing such FHA projects as making stuffed toys, packing gift baskets for senior citizens, etc.

9. Brainstorm on hobbies which could be developed for wage-earning. Find out if there would be a market for such items in your community. (Examples might include macrame for wall hangings, shoulder bags or other accessories, knitting or crocheting for shrink-tops or other garments, etc.)

10. Investigate community services and agencies relating to family welfare that exist in your community or within your country.

11. Calculate work-related costs (time, energy, money, training, effect on family) for:

a. young married woman without children
b. mother of pre-school children
c. mother of school-age children
d. mother of grown children
e. single-parent family

CAREER EDUCATION IDEAS

Mathematics

1. Have students compute the costs of future education on a yearly basis.

2. Have students convert various ways of paying salaries (i.e., hourly wages, monthly wages, percentage commissions, yearly wages).

3. Have sub-committees within a class examine the various types of pay check deductions.

   a. FICA
   b. U.S. Withholding Tax
   c. North Dakota Withholding Tax
   d. Other--insurance, union dues, savings bonds, etc.

4. Develop a real or mock investment club.

5. Have students use anonymous student records to develop expectancy tables for predicting school and post high school grades. Develop basic data tabulations and percentages.

6. Discuss the chance factor in predicting outcomes in behavior.

7. Play "What's My Line--A Math Occupations Game." Use math and have each student give an example of how a person in that occupation would use the application of a math skill and have a panel guess the occupation.

8. Graph various economic indices such as the stock market averages, the gross national product, percentage of unemployment, and other economic data reported in the media. A good source of information is U. S. News and World Report and Business Week magazines.

9. Have the students compute the costs of getting a job through a private employment agency.

10. Collect articles from newspapers and other media that show the wage settlements of various unions, etc. Compare these with figures on the cost of living.

11. Have students graph the growth of labor unions from 1900 to the present.

12. Have students poll their parents to see what types of math they use in their jobs and how often they must use it.

13. Assign occupational titles to math problems or student activities.

14. Study the earnings gap between men and women over a ten year period. Source of information: 1969 Handbook on Women Workers.

CAREER EDUCATION IDEAS

Physical Education

1. Have students video tape sports activities and events and discuss this as a possible career.
2. Role play physical abilities needed in various occupations.
3. Discuss effects of drugs, alcohol, and tobacco use on success in careers.
4. Have students plan a community summer recreation program complete with personnel and facilities needed.
5. Have students identify leisure time activities and compare them with physical education activities.
6. Have students create a bulletin board depicting careers requiring extensive physical training or conditioning.
7. Seek resource people whose jobs require physical training.
8. Assign responsibility roles for getting room and/or equipment ready for physical education activity. Point out that responsibilities are similar to many occupations.
9. Use warm-up exercises to emphasize proper lifting procedures necessary for many work roles.
10. Set up some decision-making exercises or situations involving first aid.
11. Develop hand-eye coordination tasks that could be compared to needs in an occupation.

CAREER EDUCATION IDEAS

Science

1. Discuss with class what occupations have been created and made obsolete by machines.

2. Discuss or have students research jobs that are open to the blind or partially blind.

3. Record noise in a variety of occupational settings. Discuss with class how the noise level in various situations affect worker mood and function.

4. Discuss the differences and similarities in skills, aptitudes, interests, training time, pay, work-environment and prestige between an electrician and an electrial engineer.

5. Discuss what would happen to industrial processes without electricity.

6. Bring out skills and aptitudes while demonstrating settings on a microscope. Indicate how finger dexterity and motor coordination contribute to the manipulation of instruments.

7. Have students perform tasks with simulated disabilities. Discuss disabilities and their effects on adult life.

8. Study the major technological problems of today and then suggest occupations which might help alleviate them.

9. Place an occupational title on each of the laboratory experiments or experiences. Make sure the problem fits the occupation.

10. Make comparisons between weather forecasting and predicting the bahavior of groups of people (i.e., grades in school, job success).

11. Have students search the want ads in the newspaper and report how many and which ones are science related. This could be an on-going activity.

12. Relate safety rules of the laboratory with those of work roles in industry.

13. Set up a committee to scan the news media for new products or service announced throughout the year. As they report periodically, discuss the effects on occupational opportunities.

14. Ask the students to evaluate the working conditions of their science lab and have them indicate whether or not they would like to work under those conditions as an adult.

15. Have students research technological advances or worker productivity which have resulted in more leisure time.

16. Discuss the difference between heredity and environment and their effects on choosing a career.

CAREER EDUCATION IDEAS

Social Studies

1. Set up mini-government emphasizing the work or role of elective or appointive officials. (Could be state, local, federal, or all three.)

2. Set up a mock court complete with judge, jury, court reporter, guard, lawyers and have a constitutional issue as the case.

3. Set up a mock corporation complete with officers, board of directors, stock holders and have them solve some problems or conduct vote by stock holders.

4. Have students obtain their social security cards.

5. Organize the class into a "nation" and set up a constitution for the "nation."

6. Have the warden of the state pen talk to the class about operation of parole board and the function or responsibility of the people involved.

7. Have a welfare worker talk to the class about the rise in welfare and thus a rise in number of workers in Welfare Department.

8. Simulate the draft lottery system and discuss or ask for written response to the decisions that would result. Girls could draw for their "husbands."

9. Have students identify jobs that require geographical mobility (i.e., local firm versus national firm, small firm versus chain store, migrating workers).

10. Have students write a theme on "What I Think the Job World Will Be Like Twenty Years From Now."

11. Have Employment Service workers talk about the effects of business cycles and changing technology on employment opportunities.

12. Have a committee report on child labor laws.

13. Discuss the implication of the crash of '29 and the depression of the 1930's on workers.

14. Conduct a poll of students' occupational aspirations. Discuss the results in terms of a "balanced economy," employment trends, and occupational requirements.

15. Have a committee of students construct a bulletin board showing the classification of jobs according to the Occupational Outlook Handbook.

CAREER EDUCATION IDEAS

Vocational Education

1. Develop a slide-tape presentation to be used to orient younger students to what skills and opportunities are available in the Vocational Education curriculum. Could be used as a pre-registration session for students or as motivation or exploration for younger students.

2. Select sample problems and situations from the high school Vocational Education curriculum and put them into a "hands-on" exploration in the Vocational Education area unit to be used with younger students.

3. Identify specific skills taught in the Vocational Education curriculum and emphasize with students the career opportunities that each presents.

4. Identify and emphasize basic skills that are taught in other subject areas as they relate to the skills in Vocational Education.

5. Compile a business industry directory for field trips to observe vocational skills in action.

6. Compile a resource person directory. This should consist of people in occupations that utilize the skills taught in Vocational Education.

7. Set up a mock garage complete with mechanic, partsman, welder, bookkeeper, small engines.

8. Role play the various sales and service occupations and bring out ability, knowledge and interest needed (i.e., chemical salesman, fertilizer salesman, seed salesman, machinery salesman, crop farmer, farm credit representative, crop insurance man).

9. Simulate the various occupations involved in livestock production and marketing (i.e., rancher, auction market manager, auctioneer, buyer, yard workers, trucker, feeder, vet, feed salesman, order or commission buyer, slaughterer, butcher, meat cutter, inspector, packer, sales person). This activity could be handled in three groups: (1) production, (2) marketing, and (3) processing.

APPENDIX G

PERFORMANCE OBJECTIVES

GRADE LEVEL: Kindergarten

COMPONENT: K-5 Awareness

The career awareness focus begins with a very narrow base at the kindergarten level. The emphasis is on the work found in and around the home--that is, the work of members of the family and work that is performed by outsiders who enter the home for service repairs.

SUGGESTED TREATMENTS:

(1) Curriculum INFUSION
Performance Objective(s) The student will:

A. Talk about one work activity that is performed by any member of the family or others who work in or near the home or family. (Society)

B. Construct one ten (10) page book consisting of pictures of workers. (Occupational)

C. Identify and explain two (2) ways in which the work of others helps him/her. (Society)

D. Identify and explain two (2) kinds of activities in which he/she likes to be involved. (Self)

E. Using a picture of several common items, circle the two (2) articles which cost most and discuss relative costs of other items. (Economics)

F. Using cans of different diameters, arrange the cans in some order and explain the order involved. (Might use blocks of about same shapes, but differing size and color in place of cans.) (Technology)

G. After looking in a full-length mirror, orally describe his/her physical characteristics such as height, eye color, hair color, approximate body weight, etc. (Self)

(2) Career Education FIELD TRIPS
Performance Objective(s) The student will:

A. Have an opportunity to take one (1) field trip during the school year.

B. Be able to ask a worker one (1) question about their work.

(3) Career Education GUEST SPEAKERS
Performance Objective(s) The student will:

A. Have four (4) relatives of the students volunteer to come into the class to talk about their work.

B. Be able to identify one (1) task that any worker may be required to perform on the job.

C. Given a graphic representation of people in several different occupations found in the community, explain orally how one person helps the community.

GRADE LEVEL: First Grade

COMPONENT: K-5 Awareness

SUGGESTED TREATMENTS:

(1) Curriculum INFUSION
Performance Objective(s) The student will:

A. Describe five (5) ways in which he is like older workers. (Self)

B. Be able to discuss his/her main hobby and interest. (Self)

C. Tell of five (5) ways in which the work of others helps him/her. (Society)

D. Be able to describe three (3) different jobs in their community. (Occupational)

E. Be able to list three (3) job tasks that his/her parents do on their job. (Occupational)

F. Be able to tell why his/her parent(s) work and what their money is used for. (In general terms) (Economics)

G. Be able to demonstrate how common tools are used to get a job done. (Technology)

(2) Career Education FIELD TRIPS
Performance Objective(s) The student will:

A. Have an opportunity to take one (1) field trip during the school year.

B. Be able to ask workers two (2) questions about their work.

C. Cite two (2) examples of how several workers depend on one another to do their jobs.

(3) Career Education GUEST SPEAKERS
Performance Objective(s) The student will:

A. Invite his/her parents or relatives (40% of parents) into the class to talk about their work.

B. Be able to identify worker skills, tools, and materials needed to perform a task in three (3) different jobs.

C. Be able to list three (3) jobs that he/she is interested in.

GRADE LEVEL: Second Grade

COMPONENT: K-5 Awareness

Second grade students broaden their horizons by investigating the roles of workers in the immediate community. For many children this can involve walking field trips to businesses located close to the school. The emphasis should be on developing an awareness that large numbers of people are involved in producing goods and services for others.

(1) Curriculum INFUSION
Performance Objective(s) The student will:

A. Cite three (3) examples of how he/she differs from peers. (Self)

B. Identify attitudes and behaviors which help him and others perform a task. (Self)

C. Identify the value of being able to interact with others. (Society)

D. Describe and identify three (3) different occupations. (Occupational)

E. Be able to identify the academic skills needed for three (3) different occupations. (Occupational)

F. Identify his basic economic needs and wants and discuss the ways these are provided. (Economics)

G. Be able to identify and discuss the different ways people use tools and materials in the accomplishment of tasks and the production of products. (Technology)

(2) Career Education FIELD TRIPS
Performance Objective(s) The student will:

A. Have an opportunity to take one (1) field trip during the school year.

B. Be able to ask workers three (3) questions about their work.

C. Cite three (3) examples of how several workers depend on one another to do their job in their community.

(3) Career Education GUEST SPEAKERS
Performance Objective(s) The student will:

A. Have an opportunity to listen to 4-15 guest speakers.

B. Construct three (3) different model tools used by workers in various occupations.

GRADE LEVEL: Third Grade

COMPONENT: K-5 Awareness

Occupations of a multi-community nature are the concern of third grade students. Defining multi-community will vary from community to community. In some cases, it will mean the entire city rather than only a certain section. In other cases, it may mean a small number of towns within a county. Other instances will dictate that multi-community includes more than one county. The concern should be in the selection of occupations which exist in various sites within the multi-community framework.

SUGGESTED TREATMENTS:

(1) Curriculum INFUSION
Performance Objective(s) The student will:

A. Name three (3) factors that determine personal satisfaction in his/her school work. (Self)

B. Be able to write a paragraph about a job he would like to have. (Society)

C. List five (5) factors that can make him/her successful in school. (Society)

D. Identify and discuss the ways societal groups reward their members for their work. (Society)

E. Demonstrate that hobbies and interest combine elements of both work and play by providing examples of his own hobby or interest. (Occupational)

F. Be able to explain how Language Arts and Mathematics are used in three (3) different occupations. (Occupational)

G. Be able to explain how the work of many men has made possible a continuing increase in goods and services produced in our country. (Economics)

H. Be able to conduct a project and explain the technology needed to complete the task. (Technology)

(2) Career Education FIELD TRIPS
Performance Objective(s) The student will:

A. Have an opportunity to take one (1) field trip during the school year.

B. Be able to ask workers five (5) questions about their work.

C. Be able to describe the relationship between effective personal relationship and success on the job taken from the field trip experience.

D. Be able to list three (3) main occupations found in this community.

(3) Career Education GUEST SPEAKERS
Performance Objective(s) The student will:

A. Have an opportunity to listen to 6-15 guest speakers.

B. Be able to identify worker skills, tools, and materials needed to perform a task in five (5) different jobs.

GRADE LEVEL: Fourth Grade

COMPONENT: K-5 Awareness

For the fourth grade student, the emphasis is on occupations which are peculiar to the state and/or are found throughout the state. This involves utilizing maps and materials available from various departments within the State Department. The goal is not to get the children to eventually move to other parts of the state but to make them aware of future options in the career world in terms of the encompassing nature of the world of work.

SUGGESTED TREATMENTS:

(1) Curriculum INFUSION
Performance Objective(s) The student will:

A. Be able to identify his/her interests and abilities and relate them to three (3) possible occupations. (Self)

B. Be able to write three (3) short stories that describe his/her interest and abilities toward work and success. (Self)

C. Be able to list three (3) sources of personal data about himself/herself. (Self)

D. Be able to describe the social value of five (5) different occupations. (Society)

E. Trace the historical development of an occupational area that interest him/her. (Occupational)

F. Classify workers into occupational areas and characterize them as producing goods or services. (Occupational)

G. Identify geographical factors (i.e., climate, topography, resources, location) of the state and how they affect work. (Economics)

H. Compare and contrast inventions and discoveries which have changed man's work. (Technology)

(2) Career Education FIELD TRIPS
Performance Objective(s) The student will:

A. Have an opportunity to take one (1) field trip during the school year.

B. Be able to ask workers seven (7) questions about their work.

C. Be able to explain three (3) key differences between a work day in school and in industry.

(3) Career Education GUEST SPEAKERS
Performance Objective(s) The student will:

A. Have an opportunity to listen to 6-15 guest speakers.

B. Be able to list five (5) career opportunities in his/her community.

C. Be able to list five (5) career opportunities located in other parts of Indiana.

GRADE LEVEL: Fifth Grade

COMPONENT: K-5 Awareness

Fifth grade students become involved in careers of a national stature. It is important that children understand that in many career areas they will have the opportunity and option of employment and leisure time activities in many geographical locations. This does not mean that the student should be encouraged to move from the state later, but the approach does allow for additional options. The student may at this point in time explore careers on an international level.

SUGGESTED TREATMENTS:

(1) Curriculum INFUSION
Performance Objective(s) The student will:

A. Be able to relate his/her interests and abilities to four (4) specific occupational roles. (Self)

B. Be able to list five (5) habits/attitudes that will help him/her get along with other people. (Self)

C. Discuss how the changing needs of the society affect job opportunities. (Society)

D. Write three (3) reports (written-oral) that compares an occupation in his town with a similar occupation found in another part of the United States. (Occupational)

E. Be able to explain "job family" and identify ten (10) of the 15 job clusters. (Occupational)

F. Be able to identify three (3) careers that require an interest in and knowledge of _____. (Occupational)
(Subject matter)

G. Investigate economic conditions which affect the number and variety of jobs available. (Occupational)

H. Develop a project applying his/her educational skills and describe how he/she used technology to accomplish the task. (Demonstration Speech) (Technology)

(2) Career Education FIELD TRIPS
Performance Objective(s) The student will:

A. Have an opportunity to take one (1) field trip during the school year.

B. Be able to ask workers seven (7) questions about their work.

(3) Career Education GUEST SPEAKERS
Performance Objective(s) The student will:

A. Have an opportunity to listen to 6-15 guest speakers relating information on careers located in other parts of the continental United States.

B. Identify seven (7) career opportunities located in other parts of the continental United States.

C. List three (3) rewards of work in terms of its social value.

GRADE LEVEL: Sixth Grade

COMPONENT: 6-9 Exploration

The Career Exploration phase continues to emphasize the goals which have been partially achieved during the awareness state. Greater emphasis is placed on broader exposure to all levels of occupations. Some "real-life" exploratory experiences are provided. Additional emphasis is placed on ability and aptitude testing and relating these attributes to present concerns and future potential. The realities outside the classroom are investigated through people-oriented field trips to business and industry, the community, and other organizations and agencies.

Students are exposed to people who represent many walks of life. Resource people are invited to the classroom to interact with students about "official data" (for example, job title, job description, educational requirements, salary range). However, children and youth are also very interested in asking questions about "unofficial data" (for example, do you think your work is important? How does your work affect your life away from the job? If you were to start over, what kind of work would you do?)

The intent of the Exploration phase is to provide career experiences related to the academic and general education courses. Occupations which require knowledge of the academic or general education subject are selected from the following cluster for inclusion into the course.

SUGGESTED TREATMENTS:

(1) Curriculum INFUSION
Performance Objective(s) The student will be able:

A. To prepare a list of school subjects he/she is most competent in and relate them to one (1) or more occupations he/she is interested in. (Self)

B. To write a short paper (one or two pages) about his/her career goal and discuss it with his/her parents. (Self)

C. To list three (3) rewards of work in terms of its social values. (Society)

D. To list three (3) occupations that show a relationship to each of the following school subjects: Language Arts, Social Studies, and Mathematics. (Occupational)

E. To identify and analyze the characteristics of the world economy that affect job opportunity. (Economics)

F. To research and demonstrate how man uses resources and technology creatively in his work. (Technology)

(2) Career Education FIELD TRIPS
Performance Objective(s) The student will be able:

A. To have the opportunity to take one (1) field trip during the school year.

B. To ask workers nine (9) questions about their work.

(3) Career Education GUEST SPEAKERS
Performance Objective(s) The student will be able:

A. To prepare a two (2) page report on each of the following five (5) career clusters: Agriculture and Natural Resources, Business and Office, Communication and Media, Transportation, and Construction.

(4) Worker OBSERVATION
Performance Objective(s) The student will be able:

To participate in one (1) job observation day being able to list: (a) employer expectation of the worker, (b) company fringe benefits, (c) personal work habits needed for the job, (d) the required education, training and experience, and criteria for advancement.

GRADE LEVEL: Seventh Grade

COMPONENT: 6-8 Career Exploration

SUGGESTED TREATMENTS:

(1) Curriculum INFUSION
Performance Objective(s) The student will:

A. Describe three (3) occupations which he/she finds interesting and relate these to his/her personal characteristics, interest and aptitudes. (Self)

B. Compare and contrast the basic education (and skill) requirements of three (3) occupations of interest to him/her. (Occupational)

C. Explain how economic needs and wants differ and how they are provided for by the rewards of several different occupational areas. (Economics)

D. Show ways or examples of how societal needs create or decrease a demand for workers in various occupational areas. (Society)

E. Analyze various jobs in one (1) broad occupational area to see how technology has changed it and demonstrate his/her findings.

(2) Career Education FIELD TRIPS
Performance Objective(s) The student will be able:

A. To have an opportunity to take one (1) field trip during the school year.

B. To have an opportunity to ask workers ten (10) questions about their jobs.

(3) Career Education GUEST SPEAKERS
Performance Objective(s) The student will be able:

A. To have an opportunity to listen to 8-12 guest speakers during the school year.

B. To prepare a two (2) page report on each of the following five (5) career clusters: Environment, Fine Arts and Humanities, Health, Recreation and Hospitality, and Manufacturing.

(4) Worker OBSERVATION
Performance Objective(s) The student will:

Participate in one (1) job observation day being able to list (a) employers expectation of the worker, (b) companies fringe benefits, (c) personal work habits needed for the job, (d) the required educational training and experience, and criteria for advancement.

(5) Individual and Group Sessions with Counselor
Performance Objective(s) The student will:

A. Identify and select educational and training programs in terms of his/her needs, interest, abilities, and values that will assist him/her in converting vocational preference into reality.

B. Be able to obtain a listing of the vocational course offerings available to him/her in their local school corporation.

C. Have an opportunity to take an interest survey (i.e., Ohio Vocational Interest Survey (OVIS), Kuder) and to gain the results through meaningful interpretation.

GRADE LEVEL: Eighth Grade

COMPONENT: 6-8 Career Exploration

SUGGESTED TREATMENTS:

(1) Curriculum INFUSION
Performance Objective(s) The student will:

A. Describe, orally or in writing, a tentative educational plan which will provide him/her options for several possible occupations. (Self)

B. List three (3) occupations directly related to the following school subjects: Music, Physical Education, Science, Social Studies, Speech, and English. (Occupational)

C. Analyze the problems associated with the use of technology and, after researching one particular problem, describe several possible solutions to the problem with some indication as to potential advantages and disadvantages of each solution. (Technology)

D. Investigate the protective laws of several broad occupational areas and explain for at least one of these broad areas, whether present laws are meeting the needs of producers and consumers. (Society)

E. Describe the geographical factors that affect several occupational areas. (Economics)

(2) Career Education FIELD TRIPS
Performance Objective(s) The student will be able:

A. To have an opportunity to take one (1) field trip during the school year.

B. To be able to ask workers eleven (11) questions about their work.

(3) Career Education GUEST SPEAKERS
Performance Objective(s) The student will be able:

A. To have an opportunity to listen to 8-12 guest speakers during the school year.

B. To prepare a two (2) page report on each of the following five (5) career clusters: Marine Science, Marketing and Distribution, Personal Services, Consumers and Homemaking Education, and Public Service.

(4) Worker OBSERVATION
Performance Objective(s) The student will:

Participate in one (1) job observation day being able to list: (a) employer expectations of the worker, (b) company fringe benefits, (c) personal work habits needed for the job, (d) required education, training and experience, and criteria for advancement.

GRADE LEVEL: Ninth Grade

COMPONENT: 9-10 Investigation

INVESTIGATION IS ESSENTIAL TO THE DEVELOPMENT PROCESS

SUGGESTED TREATMENTS:

(1) Curriculum INFUSION
Performance Objective(s) The student will:

A. Make application for a social security card. (Self)

B. Describe how three (3) different high school extracurricular activities might relate to his/her tentative occupational choices. (Society)

C. Use resources, technology, and his/her creative ability to investigate and develop a project related to a career area of his/her interest. (Technology)

D. Identify and evaluate the economic incentives available in a career area in terms of his/her goals. (Economics)

E. Describe, in writing, three (3) things learned in school which have helped him/her in accomplishing some project or undertaking outside of school. (Occupational)

(2) Career Education FIELD TRIPS
Performance Objective(s) The student will:

A. Visit the local employment service on one (1) occasion during the school year.

B. Have an opportunity to take one (1) field trip during the school year.

(3) Career Education GUEST SPEAKERS
Performance Objective(s) The student will:

Have an opportunity to listen to 8-12 guest speakers.

(4) Worker OBSERVATION
Performance Objective(s) The student will:

Participate in one (1) job observation day being able to list: 1. Employer expectations of the worker; 2. Company fringe benefits and general pay range; 3. Personal work habits needed for the job; and 4. Required education, training and experience and criteria for advancement.

GRADE LEVEL: Tenth Grade

COMPONENT: 9-10 Investigation

INVESTIGATION IS ESSENTIAL TO THE DEVELOPMENT PROCESS

SUGGESTED TREATMENTS:

(1) Curriculum INFUSION
Performance Objective(s) The student will:

A. From a list of ten (10) working environments, list the three (3) environments, in order of priority, in which he/she would feel most comfortable working, as indicated by his/her personal characteristics. (Self)

B. Identify and list seven (7) occupations which require strong academic background in each of the following: 1. Math, 2. English, 3. Social Studies, 4. Science, 5. Music, 6. Business, 7. Foreign Language, 8. Home Economics, 9. Health and Physical Education, and 10. Industrial Arts. (Occupational)

C. Analyze the effects on society when the workers of an occupational area withhold their services and debate the justification for such action. (Society)

D. Evaluate how the career area of his/her choice will provide for his/her economic needs and wants and how it may affect his/her standard of living. (Economics)

E. Discuss how technology may affect his/her work and leisure time in the career area of his/her choice. (Technology)

(2) Career Education FIELD TRIPS
Performance Objective(s) The student will:

Visit the local employment service on one (1) occasion during the school year.

(3) Career Education GUEST SPEAKERS
Performance Objective(s) The student will:

A. Have an opportunity to listen to employment service personnel to gain a better understanding of their role and function.

B. Have an opportunity to listen to 8-12 guest speakers.

(4) Worker OBSERVATION
Performance Objective(s) The student will:

Participate in at least two (2) job observation days.

(5) Individual and Group Sessions With Counselors
Performance Objective(s) The student will:

A. Role-play three (3) job interviews with either teacher, counselor, or job placement people.

B. Conduct one (1) personal interview with officers of trade: industrial, commercial, professional, and labor organizations.

C. Identify and select educational and training programs in terms of his/her needs, interest, abilities, and values that will assist him/her in converting vocational preference into reality.

GRADE LEVEL: Eleventh Grade

COMPONENT: 11-12 Career Experience

INVESTIGATION IS ESSENTIAL TO THE DEVELOPMENT PROCESS

SUGGESTED TREATMENTS:

(1) Curriculum INFUSION
Performance Objective(s) The student will:

A. Discuss, in writing, his/her ideal work environment including at least eight (8) environmental factors (such as noise, people, space, etc.) and what plan he/she has for attaining that ideal work situation. (Self)

B. Evaluate the laws society has enacted for his/her protection as producer and consumer of goods and services and specifically how this might affect his/her chosen occupational area. (Society)

C. Collect educational and career information from at least five (5) different sources including (as one source) at least three (3) letters to firms, organizations, and institutions related to his/her chosen career area. (Occupational)

D. Assess the extent to which economic characteristics may affect work opportunities in the career area of his/her choice. (Economics)

E. Analyze the misuse of technology and develop an action-oriented program to correct a specific misuse of technology. (Technology)

(2) Career Education FIELD TRIPS
Performance Objective(s) The student will:

A. Visit the employment service on one (1) occasion during the school year.

B. Have the opportunity to take one (1) field trip during the school year.

(3) Career Education GUEST SPEAKERS
Performance Objective(s) The student will:

A. Have an opportunity to listen to employment service personnel in order to gain a better understanding of their role and function.

B. Have an opportunity to listen to 8-12 guest speakers.

(4) Worker OBSERVATION
Performance Objective(s) The student will:

Participate in at least two (2) job observation days being able to list the employers' worker expectations, company's fringe benefits, personal work habits necessary for success on the job, needed education, training, experience, and advancement.

(5) JOB PLACEMENT
Performance Objective(s) The student will:

Make application for summer-time or part-time employment using a predetermined procedure. Twelve to seventeen percent of the students at the eleventh grade level will be placed in part-time jobs.

GRADE LEVEL: Twelfth Grade

COMPONENT: 11-12 Career Experience

CAREER PREPARATION IS ACHIEVED THROUGH SUCCESSFUL EDUCATIONAL AND TRAINING EXPERIENCE

Sequential career education prepares students for entering either postsecondary education or useful and rewarding employment.

SUGGESTED TREATMENTS:

(1) Curriculum INFUSION
Performance Objective(s) The student will:

A. Describe, in writing, (relative to education, job observation, work experience, and personal work skills, preferences and aptitudes) his/her occupational goals and plan for achieving them successfully. (Self)

B. Prepare a research report concerning manpower projections and other key factors related to his/her future employment in a chosen broad occupational area. (Society)

C. Prepare three (3) letters of job application and one (1) job resume. (Occupational)

D. After listening to or participating in a panel discussion concerning present consumer protection legislation and procedures, debate the impact of such consumer protection in practical terms to the consumer. (Economics)

E. Investigate how the technology of his/her chosen career area can be more effectively and efficiently used to contribute to the well being of all members of society.

(2) Career Education FIELD TRIPS
Performance Objective(s) The student will:

A. Visit the employment service on one (1) occasion during the school year.

B. Have the opportunity to take one (1) field trip during the school year.

(3) Career Education GUEST SPEAKERS
Performance Objective(s) The student will:

Have an opportunity to listen to employment service personnel in order to gain a better understanding of their role and function.

(4) Worker OBSERVATION
Performance Objective(s) The student will:

Participate in two (2) job observation days per year being able to list the employers' expectations, company's fringe benefits, personal work habits necessary for success on the job, needed education, training experience, and advancement.

(5) JOB PLACEMENT
Performance Objective(s) The student will:

Make application for part-time and full-time work using a predetermined procedure. Eighteen to twenty percent of the students at the twelfth grade level will be placed in part-time or full-time jobs prior to end of second semester.

APPENDIX H

MOBILE UNITS

MULTIPLE USES OF THE CAREER EDUCATION MOBILE UNIT

I. Awareness of the World of Work

- A. Self
- B. Society
- C. Technology
- D. Economics
- E. Career

II. Public Relations

- A. School and Community Orientation
  1. Availability of Career Education Materials
  2. Source of Purchase
  3. Feasibility
  4. Cost Factor
- B. Project Publications

III. Material Loan Center and Workshops (student and professional)

- A. Teachers
- B. Students
- C. Parents
- D. Community Organizations

IV. Several Roles that Career Education Materials Play (K-Adult)

- A. Awareness
- B. Exploration
- C. Investigation
- D. Professional

V. Job Placement

DO'S AND DON'T'S FOR MOBILE UNIT USE

1. Please explain to the students that they are not allowed to check material off the unit, but that you will be able to for them. Please be sure to sign the Check Out Log and return the material before the unit leaves your school. All of the material on the unit is available to you through the CRP. Simply mail us a request, and we will either hand deliver or mail to you what you have requested.

2. Students should not be on the unit without an adult present.

3. The same rules of conduct expected by the school are to be observed on the mobile unit.

4. If at all possible, allow additional time for your students to return to the unit for additional information.

5. Care should be taken to schedule the use of the unit so that:

   a. all students are assured of an adequate amount of time to use the materials on the unit.

   b. no more than 12 students are on the unit at one time.

   c. students of similar grade levels are on the unit at the same time.

   d. students who wish to explore further can return to the unit to do so.

   e. there is an adult present with each group of children to supervise and direct their efforts.

PREPARING YOUR STUDENTS' USE OF THE MOBILE UNIT MATERIALS

1. To find out your students' interests, use either the Job-Orientation Self Awareness Inventory or the Occupation Preference Sheet or make up one of your own.

2. Can your students read fairly well and independently? If yes, the written material on the mobile unit will be appropriate. If no, use filmstrips and cassettes with them to find job information.

3. Work out a sheet of questions for students to answer while using the mobile unit or use the Career Information Sheets. Two sheets have been provided, one simple one and one that demands much more thorough investigations by the students. Use one and then two.

CAREER INFORMATION (ONE)

Part A

List a job you would like to do. Look up the other information while on the mobile unit.

Name of career or occupation_____

What do I do in this job?_____

_____

What skills must I have to do this job?_____

_____

What are some of the school subjects I must take?_____

_____

Amount of schooling (circle one):

High School Vocational training 2-4 years of College

More than 2-4 years of College

Part B

When you have filled in the outline above, describe how you think you would feel if you had this job. Give your reasons.

_____

_____

_____

_____

_____

(If you want to find more information on this occupation, see your teacher for another information sheet.)

CAREER INFORMATION (TWO)

Part A

List a job you would like to do. Look up the other information while on the mobile unit.

Name of job_____

Some typical activities_____

_____

Physical skills required_____

Interests involved_____

Education and training required_____

Related high school courses_____

_____

Where jobs are found_____

Ways of getting started_____

Possibilities for getting ahead_____

Earnings_____

Other rewards_____

_____

Possible dissatisfactions_____

_____

Other information_____

_____

Part B

When you have filled in the outline above, describe how you think you would feel if you had this job. Give your reasons.

_____

A P P E N D I X I

AUDIO-VISUAL FORMS

CAREERS RESOURCE PROJECT

VIDEO-TAPE EVALUATION

In an effcrt to provide you and your students with even more effective field trips through video-tapes, please complete this form. Thank you!

SCHOOL_____

GRADE LEVEL_____ NUMBER OF STUDENTS_____

IF HIGH SCHOOL, SUBJECT AREA_____

SUBJECT MATTER OF TAPE_____

WAS THE CONTENT OF THIS TAPE APPROPRIATE FOR THIS CLASS?___

(IF NOT, PLEASE EXPLAIN)_____

_____

WAS THE VOCABULARY APPROPRIATE?_____

_____

WAS THE LENGTH OF THE TAPE APPROPRIATE?_____

_____

WHAT WAS THE GENERAL RESPONSE FROM THE STUDENTS?_____

_____

OTHER FIELD TRIPS YOU WOULD LIKE TO SEE TAPED:_____

_____

OTHER COMMENTS:_____

_____

Form #17

DATE_____19____

TO: Careers Resource Project
3501 First Avenue
Evansville, Indiana 47710

FROM:_____
(name of firm)

_____
(address)

_____
(city, state, zip)

SUBJECT: Video-Taping Authorization

I hereby give the Careers Resource Project authorization to video-tape our plant for the purpose of career education in-service training with educators and to make students aware of employment opportunities in Southwestern Indiana.

_____
(Signature of Plant Superintendent)

CRP FORM #13B

CAREERS RESOURCE PROJECT

AUDIO-VISUAL EQUIPMENT CHECKOUT RECORD

NAME_____ SCHOOL_____

CORPORATION_____ GRADE_____

DATES_____ thru_____

(Check Appropriate)

___ Hitachi Tape Recorder

___ Boom Box

___ Kodak Instamatic

___ Craftsman Electric Engraver

___ Mercury Tape Recorder

___ Keystone Slide Projector

___ Slide Sorter

___ 3-M Slide Sorter

___ 3-M Sound on Slide

___ Polaroid Camera & case

___ Singer 16mm Movie Projector

___ Graflex Study Mate II

___ Other

___ Other

___ Other

___ Auto-Vance Study Mate

___ Studymate

___ Listening Station

___ Studymate II

___ Kodak Carousel Projector

___ Tripod

___ Singer Messenger VII

___ Wood Tripod

___ Bell & Howell Boom Box

___ Color TV Camera

___ Concord Color Tape Deck Recorder

___ Concord Color TV

___ Camera Power Supply

___ Battery Charger

___ Color Portapak AKAI Recorder

_____
Signature

_____
Date

A P P E N D I X J

FORMS FOR PLACEMENT PROGRAM

FOLLOW-UP FORM FOR GRADUATES
PLACED IN POSTSECONDARY SCHOOLS
(3 years after graduation)

The following form might be used for obtaining periodic feedback through sampling of graduates placed in postsecondary schools. It might be suggested to students that they write on the back of the page if they need more space than provided.

****

Student Name_____

Student Address_____

High School Graduation Date_____
(Semester, Year)

1. List your major subject area in high school_____

   _____

2. List your postsecondary major(s)_____

   _____

3. Have you changed majors during your postsecondary studies?

   Yes____ No____

   If yes, why?_____

   _____

4. Have you attended more than one school since high school graduation? Yes____ No____

   If yes, why?_____

   _____

5. Do you feel that your high school courses prepared you adequately for your postsecondary studies? Yes___ No___

   If no, please explain_____

   _____

If yes, how did they help you most?_____

_____

6. Have you experienced any difficulties during your post-secondary education? Yes____ No____

If yes, please explain_____

_____

_____

7. Do you feel that your high school counselors helped you in making a sound decision in relation to your postsecondary education? Yes____ No____

Please explain your answer._____

_____

_____

8. Would you suggest any way(s) that would improve our secondary educational placement program?_____

_____

_____

9. Any other comments you may have concerning educational placement?_____

_____

_____

FORMS TO FACILITATE THE MECHANICS OF JOB PLACEMENT

Appropriate forms can help facilitate the mechanics of job placement. The forms given here are mostly adaptations, modified in some cases, of those developed in an Indiana State Department of Public Instruction Job Placement Workshop (JOB PLACEMENT PRIMER prepared by Elizabeth Wampler) and some materials used by the Akron-Summit County Public Schools Placement Department, Akron, Ohio. Placement staff can modify the attached forms as they wish according to their particular needs.

School_____

STUDENT PERSONNEL SHEET

Print All Information

Each student in the senior class is asked to complete the following and return to the job placement coordinator.

1. Name_____

2. Social Security No._____ 3. Homeroom No.____

4. Address_____ 5. Phone_____

6. Date of Birth_____ 7. Curriculum_____

8. Guidance Counselor_____

9. Plans following graduation
   ___ Full-time permanent employment
   ___ Further education (explain)_____
   ___ Full-time military service (branch)_____
   ___ Other (explain)_____

10. My employment picture
    ___ I need help in finding a full-time job after graduation.
    ___ I am or will be on a work-study program.
    ___ I need help in finding part-time work as a_____
    ___ I would like a job next summer.
    ___ I would consider volunteer work as a_____

SCHEDULE

Time	MONDAY Subj: Rm	TUESDAY Subj: Rm	WEDNESDAY Subj: Rm	THURSDAY Subj: Rm	FRIDAY Subj: Rm

Signature_____ Date_____

*Form Based on Wampler

STUDENT APPLICATION FOR WORK

Check all that apply:

Full-time ___ Summer ___ Permanent ___
Part-time ___ Volunteer___ Temporary ___

School_____ Grade_____

Social Security No._____

Name_____ Date_____

Address_____ Zip Code_____

Phone_____ Date of Birth_____

Age_____ Height_____ Weight_____

Type of Work Desired (Check several)

Baby Sitter	___	Messenger	___
Check-out Clerk	___	Office Machine Operator	___
Curb Hop	___	Sales Clerk	___
Errand Worker	___	Stenographer	___
Factory Worker	___	Stock Clerk	___
General Office Clerk	___	Typist	___
House Cleaning	___	Waitress	___
Ironing	___	Yard Work	___
Machine Operator	___	Other	___

If part-time, specify number of hours each day you would like to work:

Mon___ Tues___ Wed___ Thurs___ Fri___ Sat___ Sun___

Fill out information above double line.

Job Placement Coordinator's Comments and Impressions
(rate low - average - high)

Attendance_____ Grade Average_____ Typing_____

Punctuality_____ Neatness_____ Shorthand_____

* Form based on Wampler

STUDENT INTERVIEW NOTICE

Name of student	Homeroom	Date of issue

Your interview has been scheduled for _____(date) at _____(time). Think through your employment preferences and your strengths and come prepared for a business interview. Be sure to read the check list for job interviews.

Please get approval of the teacher to whom you are assigned for this time and have him sign below.

Bring this pass with you. If you cannot appear at the scheduled time, write the reason on the back of this pass and leave it in the job placement coordinator's basket.

BE SURE TO LET US KNOW THE OUTCOME OF YOUR JOB INTERVIEW--WHETHER YOU GOT THE JOB OR NOT--BY PHONE OR IN PERSON THE FIRST SCHOOL DAY AFTER YOUR INTERVIEW.

Approved by	Job Placement Coordinator

(Place of Interview)

* Form based on Wampler

CHECK LIST FOR JOB INTERVIEW

PREPARATION

___ Learn something about company.

___ Have specific job or jobs in mind.

___ Have resume with you.

___ Review, in your mind, your qualifications for job.

___ Be prepared to answer broad questions about yourself.

___ Bring any military discharge papers.

INTERVIEW

___ Be prompt.

___ Answer questions directly and truthfully.

___ Be well mannered.

___ Use proper grammar and good diction.

___ Be enthusiastic and cooperative.

___ Don't be afraid to ask questions.

APPEARANCE

___ Freshly scrubbed.

___ Well groomed.

___ Suitably dressed.

___ Make up in good taste.

TEST

___ Listen to instructions.

___ Read each question carefully.

___ Write legibly.

___ Don't dwell too long on one question.

* Form used by Akron-Summit County Placement Program

EMPLOYER INTRODUCTION

Employer's Name_____

Employer's Title_____

Business Address_____

Business Phone_____

Job Opening_____

This will introduce_____

School_____Age_____

Course Preparation_____Grade_____Date_____

We shall be glad to discuss this applicant with you.

_____
Job Placement Coordinator

* Form based on Wampler

JOB INTERVIEW FOLLOW-UP

Mr. Employer:

Please check the appropriate boxes for

Mr.____ Ms.____ _____

who had a job interview with you on (date)_____

at (time)_____.

Was he or she hired? Yes____ No____ Uncertain____

If not, would you, in confidence, indicate why.

Poor appearance_____

Poor attitude_____

Not qualified for opening_____

Other comments_____

_____

_____

Thank you for your cooperation. Your help assists us in sending you applicants suited to the needs of your organization.

_____
Job Placement Coordinator

Dear Student:

Since you are leaving school, the job placement service would like to help you find a job, if that is your desire. In order to do this, we will need some basic information. When you have answered the questions, please leave this sheet with the job placement coordinator.

1. Name_____

2. Social Security No._____ 3. Address_____

_____ 4. Zip Code_____

5. Telephone_____ 6. Date of Birth_____

7. Age _____ 8. Sex M____ F____ 9. Course_____

10. Highest Grade Completed_____

11. Driver's License? Yes____ No____ 12. Height_____

13. Weight_____

14. My Employment Picture

____ I need help in finding a full-time job.

____ I already have a full-time job.

Name of Company_____

Address of Company_____

Type of Work_____

15. If you would like to arrange for an interview at a later time, call_____,_____(phone); we would be delighted to help you.

*Form based on Wampler

Date_____

Dear_____:

You are registered with your school job placement service, but we have not heard from you recently and are interested in knowing what you are doing. Will you give us the information on the attached form and mail it at once? Thank you for your cooperation.

Very truly yours,

- -

Date_____

Dear Job Placement Coordinator:

I am unemployed_____

I am employed_____

Name of Firm_____

Address_____

Position_____

Date Started_____Salary_____

Remarks_____

_____

High School Attended_____

Very truly yours,

_____
Signature

*Form based on Wampler

STUDENT FOLLOW-UP FORM - 3 MONTHS

Date_____

Dear_____:

This job placement service placed you with (name of company) _____ as a (job title)_____ on (date)_____.

We are interested in hearing from you at this time. Will you answer the questions on the attached form and mail it at once? Thank you.

Very truly yours,

_____
Job Placement Coordinator

- -

Date_____

1. Are you still employed by this firm? Yes___ No___
2. (Optional) If not, what was your reason for leaving?

   _____

3. If you are employed, where do you work?

   Firm_____

   Address_____

   If we can be of further assistance to you in making plans for the future, please call us.

_____
Signature

* Form based on Wampler

EMPLOYER FOLLOW-UP FORM - 6 MONTHS

Firm_____

Address_____

Dear Employer:_____

In order to help us determine how well we are counseling and placing the youth of our schools, it is our policy to follow-up, at regular intervals, all boys and girls placed by the job placement service. May we ask you to give us the following information concerning this employee?

1. Name_____ ___Position_____

2. School_____Date Placed_____

3. Is he/she still in your employ? ___Yes ___No

4. Has he/she had a promotion? ___Yes ___No

5. Has he/she had a salary increase? ___Yes ___No

6. How would you rate his/her?

   Work: ___Excellent ___Good ___Fair ___Poor

   Attitude: ___Excellent ___Good ___Fair ___Poor

7. If he/she is no longer in your employ, when did he/she leave?_____May we ask the reason?_____

   _____

8. May we have any additional comments which you desire to make concerning this employee?_____

   _____

9. Is there any way in which we may be of further assistance to you?_____

Very truly yours,

_____
Job Placement Coordinator
* Wampler

_____
Signature and Position

STUDENT FOLLOW-UP FORM - 1 YEAR

Student Name_____

Address_____ Graduation Date_____

School_____ Withdrawal Date_____

Dear_____:

This job placement service placed you with (name of company) _____ as a (job title)_____ during (dates) _____.

1. Are you still with this firm? ___Yes ___No
2. Have you received a promotion? ___Yes ___No
3. Have you received a salary increase? ___Yes ___No
4. If you are no longer with this firm, when did you leave? _____ May we ask the reason?_____

   _____
5. May we have any additional comments which you desire to make?_____
6. If we can be of further assistance to you, please call us.

Very truly yours,

_____
Signature

_____
Date

* Form based on Wampler

EMPLOYER'S JOB ORDER

Check all that apply:

Full-time ___ Volunteer ___

Part-time ___ Permanent ___

Summer ___ Temporary ___

Name of Firm_____ Date of Job Order_____

Nature of Business_____ Phone_____

Address_____

Person Placing Job Order_____
First Name Last Name

Student Should Contact_____
First Name Last Name

JOB DESCRIPTION

Title_____ Work to be Done_____

Number of Openings_____ _____

Salary_____ _____

Hours_____ Personal Qualifications_____

Age_____ _____

Educational Requirements_____ _____

_____ _____

_____ _____

*Form based on Wampler

APPENDIX K

COMMERCIAL MATERIALS

These materials are classified by the companies for grade level. We have found many innovative teachers who used these materials and adapted them to grade levels.

While there are other items that are valuable from time to time, these are the ones we have found to be most useful and highly used in our project.

The cost factor is included for your convenience but more than likely will increase as "tempus fugit."

Elementary Materials (K-6)

*Being Me: Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611, 1972. Grades 4-6, 65¢.

*Community Careering: Ira M. Banks, Ph. D., Chronicle Guidance Publications, Inc., Moravia, New York 13118, 1974. Grades K-3, 80¢.

My Career Workbook: Career Futures, Inc., 1728 Cherry Street, Philadelphia, Pennsylvania 19103, 1974. Grades K-3, 99¢.

World of Workers: Ira M. Banks, Ph. D., Chronicle Guidance Publications, Inc., Moravia, New York 13118, 1973. Grades K-3, 80¢.

Come To Work With Us Series: Jean and Ned Wilkinson, ISSI, Information Systems and Services, Inc., P. O. Box 1231, Milwaukee, Wisconsin 53201, 1970. Grades K-3, $2.75.

Children's Dictionary of Occupations: William C. Hopke and Barbara M. Parramore, Counselor Films, Inc., 2100 Locust Street, Philadelphia, Pennsylvania 19103, 1974. Grades 3-6, $5.00.

*Your World Books: Billy N. Pope, Ed. D., and Ramona Ware Emmons, Taylor Publishing Company, Dallas, Texas, 1971. Grades K-3, $3.00.

*Career Flashcards: Counselor Films, Inc., CFI, Career Futures, Inc., 2100 Locust Street, Philadelphia, Pennsylvania 19103, 1974. Grades 1-6, $5.00.

Ideal Crossword Puzzles: Kentucky School Service, 718 West Main, Louisville, Kentucky 70202. Grades 1-6, $2.75.

Career Pictures: Xerox Corporation, Weekly Reader Career Pictures, Education Center, Columbus, Ohio 73216, 1974. Grades 4-6.

Book Bags: Charles W. Clark Company, Inc., 564 Smith Farmingdale, New York 11734. Grades K-3, $29.95.

*Creative Moments Kits: Creative Studies, Inc., 167 Corey Road, Boston, Massachusetts 02146, 1971. Grades K-8, $4.00.

* Materials also appropriate for Special Education Studies

*Mix and Match Puzzles/Occupations: Trend Enterprises, St. Paul, Minnesota 55165, 1973. Grades 2-5, $2.95.

Developing Understanding of Self and Others/DUSO Kit I and II: American Guidance Service, Inc., Circle Pines, Minnesota 55104, 1970-1973. Grades 1-4, $98.00.

Early Career Books: Lerner Publications Company, 241 First Avenue North, Minneapolis, Minnesota 55401, 1974. Grades 4-6, 24 books @ $3.95.

Wally, Bertha, and You: Encyclopedia Britannica, 425 North Michigan Avenue, Chicago, Illinois 60611, 1973. Grades K-3, $59.95.

*Focus On Self Development Series: Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611, 1973. Grades K-3, $59.95.

*Career Awareness/An Introduction To Career Education: QED Productions, P. O. Box 1608, Burbank, California 91507, 1974. Grades 1-4, $81.50.

First Things Series: Guidance Associates, 757 Third Avenue, New York, New York 10017, 1974. Grades 1-5, $24.50.

Community Workers and Helpers (Groups I & II): Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, Illinois 60614, 1973. Grades K-3, $36.50.

Exploring Careers (Group I): Society for Visual Education, Inc., 1973. Grades 3-7, $60.50.

Education/Who Needs It? (Set I and II): Counselor Films, Inc., CFL, Career Futures, Inc., 6700 South Oglesby, Chicago, Illinois 60649. Grades 1-6, $100.00.

Education/Who Needs It?/Duplicating Master Activity: Book Counselor Films, Inc., 2100 Locust Street, Philadelphia, Pennsylvania 19103, 1975. Grade 4, $10.50.

Workers We Know (Programmed Work Awareness Kit-Level B): Chronicle Guidance Publications, Inc., Moravia, New York 13118, 1974. Grades 3-6, $150.00.

*Bread and Butterflies Films: Agency for Instructional Television, AIT, Box A, Bloomington, Indiana 47401, 1974. Grades 4-6, $2,436.65 (17 films).

* Materials also appropriate for Special Education Studies

When You Grow Up Film Series: Mini Productions, Inc., 192 Heyhold Drive, Corapoles, Pennsylvania 15108. Grades K-6, $200.00.

*The Kingdom of Could Be You Film Series: Encyclopedia Britanica Educational Corporation, 425 North Michigan Avenue, Chicago, Illinois 60611, 1973. $995.00 (16 films).

Secondary (7-12)

Careerdex: Career Associates, P. O. Box 2316, Newport Beach, California 92663, 1974. Grades 7-12, $99.50.

Career Kits: Careers, Inc., P. O. Box 135, Largo, Florida, 1974. Grades 7-12.

Exploratory	$81.00
Professional	65.00
Industrial	37.20
Semi-skilled	37.20
Business	37.20
Science	37.20
Health	37.20

*Hello World/A Careers Exploration Program: Ruth Love Holloway and Elaine H. Stowe, Field Educational Publications, Incorporated, 106 West Station Street, Barrington, Illinois 60010, 1973. Grades 6-12, 15 per set @ $51.60.

*Job Experience Kits: Science Research Associates, Inc., 259 Erie Street, Chicago, Illinois 60611, 1972. Grades 7-12, $150.00.

Widening Occupational Roles Kit: Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611, 1972. Grades 6-9, $180.00.

A Direction for Tomorrow: Bowmar, 622 Rodier Drive, Glendale, California 91201, 1974. Grades 7-12, $412.79 for entire program.

- Age of Electronics
- Cabbages to Kings and Various Things
- Compassion for People
- Jobs for the Now Generation
- Man Has Wings
- The Money Tree
- The Nations Builders

* Materials also appropriate for Special Education Studies

Guidance Associates Publication Series: Guidance Associates, 41 Washington Avenue, Pleasantville, New York 10570, 1972. Grades 5-12.
Reflections of Myself
Trouble at Work
Why Work At All?
Babysitting The Job - for Kids

Careers: Pathescope Educational Films, Inc. and Associated Press, 71 Weyman Avenue, New Rochelle, New York 10802, 1973. Grades 7-12, $44.00 each or $1,056.00 per set.
Careers in Agriculture
Careers in Automotive Service and Repair
Careers in Business Administration
Careers in Community Service
Careers in Computers
Careers in Conservation
Careers in Construction
Careers in Education
Careers in Engineering
Careers in Fashion and Textiles
Careers in Food Service
Careers in Government Service
Careers in Graphic Arts
Careers in Health Services
Careers in Journalism
Careers in Law Enforcement
Careers in Leisure Time Industry
Careers in Nursing
Careers in Public Utilities
Careers in Repair Work
Careers in Sales
Careers in Show Business
Careers in Social Work
Careers in Transportation

*The Modern Craftsman: Audio-Visual Instructional Devices, Inc., Charles W. Clark, 564 Smith Street, Farmingdale, New York 11735, 1972. Grades 6-12, $85.00.

Career Education/Why Am I Studying This?: Teaching Resource Films, 257 Adam Street, Bedford Hills, New York 10507, 1974. Grades 7-12, $56.00.

*Careers in the Fashion Industry: Butterick Fashion Marketing Company, P. O. Box 1925, Altonna, Pennsylvania 16603, 1973. Grades 7-12, $128.00.

* Materials also appropriate for Special Education Studies

*Forms in Your Future: Learning Trades, Division of Globe Book Company, 175 Fifth Avenue, New York, New York 10010, 1973. Grades 7-12, $1.50.

Occupational Outlook Handbook: U. S. Department of Labor, Bureau of Labor Statistics, Bulletin 1700, Washington, D. C. 20212, 1974.

Yellow Pages of Learning Resources: Richard Saul Wurman, The MIT Press, Cambridge, Massachusetts, and London, England, 1972, 94 pages. Grades 6-12, $1.95.

Dictionary of Occupational Title, Vol. I: U. S. Department of Labor, Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402, 1965. Grades 7-12, $10.20.

Dictionary of Occupational Title, Vol. II, Third Edition: Department of Labor, Manpower Administration, Bureau of Employment Security. For sale by the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402, 1965, 464 pages. Grades 7-12, $8.90.

American Occupation: ESP, Inc., 2304 East Johnson, Jonesboro, Arkansas 72401, 1974. Grades 6-12, 99 cassettes, 198 lessons, $436.59.

The Library of Career Counseling Films: Counselor Films, Inc., (CFI) Career Futures, Inc., 2100 Locust Street, Philadelphia, Pennsylvania 19103. Grades 6-12, $220.00 each.

Special Education

Although all of this material has been designed for specific levels, the pictures and reading material are all adaptable and conducive to special education classes. What is selected from this group will depend upon the judgment of the teacher, after previewing, as some of these students may resent cartoons or animation as seen in the Kingdom of Could Be You films by Encyclopedia Britannica while others, even adults, find them very delightful.

Job Series: Lothrop, Lee and Shepard Company, 105 Madison Avenue, New York, New York 10016. Grades 7-12, $5.50.

* Materials also appropriate for Special Education Studies

Jobs in Agribusiness: Robert J. Houlehen, 1974, 95 pages. Grades 7-12, $5.50.

Jobs in Business and Office: James Haskins, 1974, 95 pages.

Jobs in Communications: Edward Wakin, 1974, 95 pages.

Jobs in Fine Arts and Humanities: Melvin Berger, 1974, 95 pages.

Jobs in Health Care: Stanley L. Englebardt, 1973, 95 pages.

Jobs in Manufacturing: Robert J. Houlehen, 1973, 96 pages.

Jobs in Marine Science: Frank Ross, Jr., 1974, 95 pages.

Jobs in Marketing and Distribution: Elvagean Hall, 1974, 95 pages.

Jobs in Personal Services: Beatrice and Calvin Criner, 1974, 95 pages.

Jobs in Public Service: Beatrice and Calvin Criner, 1974, 95 pages.

Jobs in Recreation: Arnold Dobrin, 1974, 95 pages.

Jobs in Tranportation: Genevieve Gray, 1973, 95 pages.

Jobs That Help Consumer and Homemaker: Gilda Berger, 1974, 95 pages.

Jobs That Save Our Environment: Melvin Berger, 1973, 95 pages.

You Can Be Series: Lothrop, Lee and Shepard Company, 105 Madison Avenue, New York, New York 10016. Grades 1-10, $4.81 each.

You Can Be a Carpenter: Arthur Leibers, 1973, 128 pages.

You Can Be a Plumber: Arthur Leibers, 1974, 128 pages.

Learning About Careers (Book 1): Finney Company, 3350 Gorham Avenue, Minneapolis, Minnesota 55426, 1973, 42 pages. Grades 4-6, $1.50.

Career Awareness Films: Aims Instructional Media Service, Inc., P. O. Box 1010, Hollywood, California 90028, 1973-74. Grades 7-12, $180.00.

Understanding Our Feelings: Instructo Corporation, Paoli, Pennsylvania 19301, 1967. Grades K-8, $5.95.

Duso Kit I and II: American Guidance Service, Inc., Circle Pines, Minnesota 55104, 1973. Upper primary and grade 4, $98.00.

SVE Career Audio-Visual Kits: Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, Illinois 60614, 1973. Grades K-3, $60.50.
Exploring Careers (Group I)
Exploring Careers (Group II)
Foundation for Occupational Planning
Exploring Your Feelings

Teachers

Career Education Program: Houghton Mifflin, 1900 South Batavia Avenue, Geneva, Illinois 60134.
Volume I (K-6), Charles W. Ryan, $18.00.
Volume II (7-9), Glen A. Saltzman, $18.00.
Volume III (10-12), H. Eugene Wysong, $18.00.

Career Awareness "Owatonna Elementary Schools": Documents Section, Publications, General Services, 140 Centennial Office Building, St. Paul, Minnesota 55155, 1973. Grades 1-6, $3.50.

Career Exploration: Visual Materials Incorporated, Redwood City, California, 1971. Grades 6-12, $6.95.

Career Math: Visual Material Incorporated, Redwood City, California, 1971. Grades 6-12, $6.95.

How To Get a Job: Visual Material Incorporated, Redwood City, California, 1971. Grades 6-12, $6.95.

Preparing For Interviews: Visual Materials Incorporated, Redwood City, California, 1971. Grades 6-12, $6.95.

Values Clarification/A Handbook of Practical Strategies For Teachers and Students: Sidney B. Simon, Leland W. Howe and Howard K. Kerschenbaum, Hart Publishing Company, Inc., 15 West 4th Street, New York, New York 10012, 1972, 367 pages. Grades 7-12, $3.95.

Career Education/An Introduction: Dr. Robert Lothrop, Director, Career Education Center, Career Education Curriculum Lab, Florida State University, Tallahassee, Florida 32301, 1974, 106 pages. $1.71.

Career Education Curriculum Guide: Indiana State Department of Public Instruction, Harold N. Negley, Superintendent, 1973, 380 pages.

Cummulative Career Index (1974-75): Chronical Guidance Publications, Inc., Morania, New York 13118, 1975, 210 pages. $11.00.

Career Education/A Handbook of Funding Resources: Charles W. Ryan, Houghton Mifflin Company, 1900 South Batavia Avenue, Geneva, Illinois 60134, 1975, 76 pages. 90¢.

___ Order Confirmed (Do not write here)

___ No Available Date (Do not write here)

MATERIALS REQUEST FORM

Careers Resource Project
3501 First Avenue
Evansville, IN 47710

Date Ordered
__/__/__

TITLE_____

CATALOG NUMBER	*DATE DESIRED OR NO LATER THAN*	*CONFIRMATION (DO NOT WRITE HERE)*	*RETURN DATE*
	__/__/__	__/__/__	__/__/__

TEACHER

SCHOOL

STREET ADDRESS

CITY, STATE & ZIP

"BE SURE TO RETURN MATERIALS ON TIME; OTHERS ARE WAITING"
(OFFICE-RETURN THIS COPY TO CENTER)

CAREER MATERIAL EVALUATION FORM

Please complete in full and return to the Careers Resource Project with corresponding material.

TITLE_____

FILM ☐ BOOK OR PRINTED MATERIAL ☐ CAREER KIT ☐ CAREER A-V KIT ☐

Applicability Rating

___Excellent ___Good ___Fair ___Poor

Grade Level (circle) 1 2 3 4 5 6 7 8 9 10 11 12 Above

Teacher_____

School_____ Date_____

Comments:

A P P E N D I X L

POPSICLE REPORT

POPSICLE REPORT

Objective: To give the students an idea of how a pioneer village was constructed and phases of the life of a pioneer.

Introduction: A class trip was taken to Lincoln Pioneer Village in Rockport, Indiana.

Subject Areas: Indiana History, Social Studies, Art

Careers Involved: City Planning, Architecture, Engineering, Carpentry, Historian

Main Body: The actual building of the scale model village.

Procedure: The class was divided into groups. Each group was responsible for finishing a building. After the completion of the buildings, the students then designed the scale model village.

Evaluation: The students were able to relate the village to the careers previously discussed.

MATERIALS USED:

Building
popsicle sticks
toothpicks
glue

Scenery
cardboard boxes
crepe paper
evergreen twigs
sponge
aluminum foil

People
clothes pins
cloth material

River
aluminum foil
clay
gravel

Bridges
match sticks
toothpicks

BUILDINGS CONSTRUCTED: church, school, mill, general store, trading post, blacksmith shop, two (2) homes, inn

DEVELOPED BY: Randy Ayer
Fourth Grade Teacher
Newburgh Elementary School
Newburgh, Indiana 47630

BIBLIOGRAPHY

BIBLIOGRAPHY

A Carload of Career Education Bulletin Board Cartoons, Careers Resource Project, 3501 First Avenue, Evansville, Indiana 47710.

Career Materials Catalog, Careers Resource Project, 3501 First Avenue, Evansville, Indiana 47710.

Infusion of Career Education Concepts into Current Curriculum, Careers Resource Project, 3501 First Avenue, Evansville, Indiana 47710.

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